MUKUL PATHAK

PSYCHOLOGY

VOLUME-3

CLASS NOTES

VAJIRAM & RAVI

2018

DEEPAK PHOTOSTAT ✆ 9310521834

SHOUT
SHARE
IT

Soumya

PERSONALITY continued .....

Maturation, Nature Vs Nurture Dev. Ψ (Paper I)

Intelligence & Aptitude. (Paper I) [Continued late after two pages!]

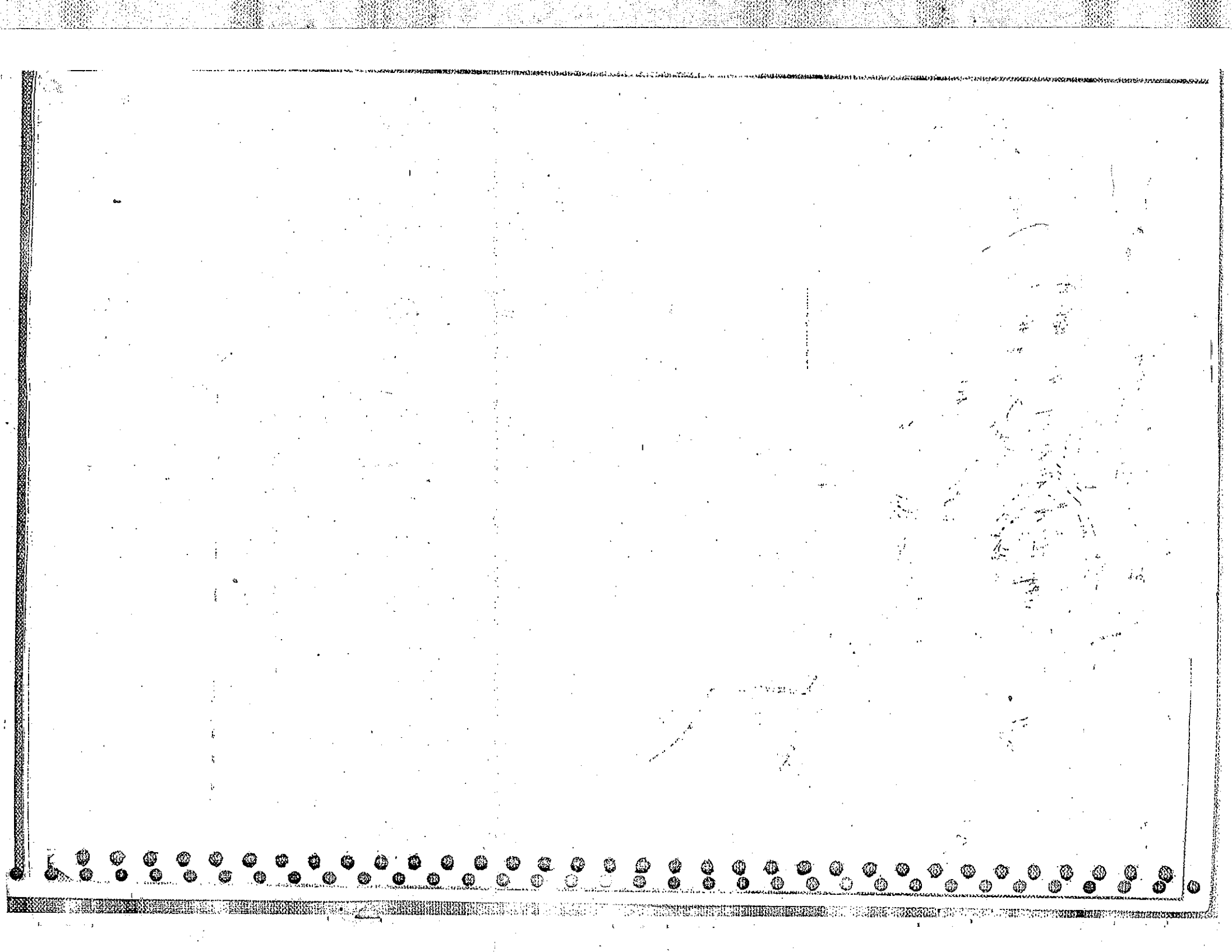
Thinking & Problem solving (Paper I) subtopics (theories)

Motivation & Emotion (Paper I)

Psychological & Economic dev. (Paper 2)

PSYCHO

MUKUL



What is the relationship between Personality, socialization and culture?

Personality : developed by learning the contents of the culture, the individual belongs to.

Culture gets transmitted through socialization thus each individuals personality is a reflection of his/her culture.

Culture can be defined as sum total of behavioural patterns and values shared and transmitted by member of a given society.

Each individual is different because, it is his/her perception, interpretation of culture which he/she shows in his/her personality.

& it is not only culture per se but subtle difference in schooling, family, parenting, style, peer group also have a role to play.

Personality is the behaviour characteristics of an individual where as culture is the behaviour characteristics of a group of individuals.

Personality therefore is culture reflecting in individuals behaviour. The behaviour of any individual is culturally determined beco3 development of individuals personality takes place within a society in a definite cultural environment.

Modal personality : Enduring B.patterns & Personality characteristics & unique lifestyle that characterise the people of a given nation
A concept given by Melanosky.

Behavioural profile of the individuals belonging to a given nation will be similar more or less. in the same sense behaviour pattern of individuals belonging to two different nations 'clash'
so such behavioural patterns should be engineered

Individuals belonging to a given nation have a certain type of personality
Nation also has a 'personality'

For the same reason why Indian families prefer marriage bit same caste individuals belonging to same castes.
↑ similarity between the cultural inputs, & behavioural patterns of the individuals :

Culture influences Personality.

Freud Vs socio cultural Spirit

People with this approach Questioned Freud's approach to Personality & its manifestation. (Instinct based)

Proof : world war happened due to the differences in the cultures, behaviour patterns between different countries.

This is the area which needs immediate attention.

Enduring behaviour patterns & Personality characteristics of the individuals of a given nation constitutes,

MODAL PERSONALITY OF THE COUNTRY

It becomes difficult to explain modal personality in Indian context due to the diverse pattern in culture and traditions across the country.

So the concept of modal personality is not applicable in a multiethnic nation like India.

Yet we have the concept or notion of "unity in diversity" and the 'sense of feeling of oneness' Indian national anthem, flag, map are the examples.

Multimodal personality types are seen more in less multiethnic or uniethnic countries like Britan.

Margaret Mead,

"sex and temperament in 3 primitive societies."

studied the patterning of sex roles in 3 tribal areas in Sepik river areas (New guinea)

3 tribes were taken up for the study,

Arapesh
Mundagamor
Tchambuli

These tribes hailed from same geographical locations making the environmental influence equal more or less.

hailed from same racial stock indicating some overlap in genetic profile as well.

Yet they demonstrated huge differences in their Personalities and behaviour patterns.

like, Arapesh tribe were co-operative, docile, polite mannered and both husband and wife took part actively in child rearing.

whereas Mundumagor, tribe, husband wife relationship was marked by hostility and took little interest in child rearing.

Tchambula tribe, sex roles were reversed husbands used to spend time gossiping! they were concerned with aesthetics and used to fry over minor matters. In contrast wifes happen to play a dominant Economic role in the society they were bold and risk taking.

Indicates:

Though Organic factors play a role in the determination of the personality. culture plays a dominant role & influences the (P).

Role of culture is so prominent that they can even change / reverse our gender expe. role expetancies suppose in the case of. Tchambula tribe where there was reversal of sex roles.

We cannot come to such conclusions based on just one study, there were no of studies done in the same direction through which same conclusions interpretations were reached.

Another research case II #, (By Margaret Mead)

study on SAMOA tribe ⇒ 'COMING OF AGE' AGE OF E.

study focused on Anxiety encountered during Adolescence which is rightly referred to as period of storm & stress

comparitive study between,

Samoa tribes' adolescent girls Vs western adolescent girls.

where somoa adolescent girls showed ↓ anxiety the 'sexual freedom' prevailed in the tribe is believed to be the reason for less anxiety reported. which was absent in the other group.

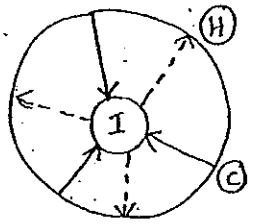
Case III # "GROWING UP IN NEW GUINEA"

studied 'Manus' tribe who were known for their craze for "Financial success" or 'Economic success' due to such emphasise on Economic success, these tribes followed a type of child rearing practice where the focus was on 'Independence training', let people take decisions on their own.

importance of 'frugal' behaviour is taught to the children early in childhood.

Benedict 'Patterns of culture'

Force which takes us away from the center
Heredity centrifugal Eg: 'A gene of courage'
Force which takes us towards the centre.
culture centripetal



'center is ideal'

Individual will not be placed exactly at the centre in any culture for that matter, it is an ideal state., the individual aspires to be at.

what are we talking about?
It is not 'Cultural determinism' we talk of it as a force which is no less than biological force

People at the margin are those who are miscontended and those at center are less contended

People who are at center are best adjusted incorporating all the required behaviours from the 'culture ideal'

→ In her book 'pattern of culture' Benidict says that each culture is patterned in a unique manner. although individual members in a given culture may differ in their personalities, the cultural system tries to push them towards an ideal type of ⓟ.

and those whose (P) is most compatable with the cultural ideal are happiest and best adjusted.

However

the set of values that define 'centre' were different during 1930's changed during 1960's & are different in the present century!

Centre is a function of time

Eg: If grouped in three categories, Arvind Kejariwala would fall in the periphery where as Mayavati will/likely to be at centre!

How can heredity be a part of centrifugal force?

Heredity as in the biological force determining the (P) of the individual

eg: 'A gene of courage' its in genetic predisposition of the individual & not a behaviour developed through environmental influence.

Q:

Is Aggression learned OR Instinctual?

Aggression could be developed through

- Role models
- due to reinforcement for A. behaviour
- Imitation
- Weapon Effect

Weapon Effect

If you have a gun you are more likely to make use of it.

Weapon Focus Effect!

when an weapon is pointed @ u your focus will be on the weapon you are least bothered who is holding the weapon etc etc.....

If given an option, its better to categorize Aggression as learnt behaviour than instinctual.

because if it is considered instinctual, we will be narrowing down the scope; putting everyone in more or less similar category in terms of intensity & degree & type of aggression. which is not so practical a thing.

Eg: 'Road rage' is a good example.

crowding, restricted area, conquited, invasion of Privacy ⟹ Aggression ↑

Case # 4.

Dentan's study on semai tribe of malaysia semai were 'Peace loving People', no murder, violence reported in the area. Doesnot mean that there were no conflicts, the people strongly believed that the one who has done wrong thing/misdeeds almighty will punish him, a kind of backup by supernatural forces. People started fearing.

Its actually a psychological game!

Create an environment where people start fearing for the supernatural forces and abstain from doing wrong things.

It is not something that comes from. within. just the environmental influence injected fear.

Around the same time, 'separatist movement' was in progress in malaysia, malaysian army suffered in the hands of Gurilla war fares.

malaysian army started reducing in number. so, semai tribe people were appointed in the army they were trained to hold the gun, after they mastered it they were given training in all the necessary skills and send to fight.....

Surprisingly they fought (really) bravely and won the war!

People who were peace loving, never indulged in violence

through cultural training

Aggressive soldiers, started enjoying violence, killing

were given an option either to continue in the army & to go back to their native places.

most of them chose to go back to their natives.

after some uncondituoning, de conditioning they were able to adjust to their environment.

Possible explanations:

According to Freudian idea, instinct was always there, when an opportunity was given to them it got manifested in their behaviour.

but if this was so, they didn't have an exposure to fighting & violence, it was developed in them only then.

after training & they did choose to go back to their natives over the option of staying in the army and slipped happily to their native culture, after some deconditioning.
comfort

STUDIES IN INDIAN CONTEXT

case # 1

Narain found that 'Hindu' religion fosters in its people the characteristics of dependency, non materialism and other wordlyness
Narain describes typical Hindu characteristics as mild, passive, dependent and non-materialistic

Instt gyan
caste is a small group compared to Nation as a group.
when you stick on to a 'caste' there are benifits that come to you easily and fast
we waise "delayed gratification" is not so strong
we go for an identification with caste, vote along caste, eat along caste etc.

loosing one identity when you come to mainstream of National integration ?
Eg: Jainism, SIKHS.
One who has no self identity seeks identity in caste, creed etc.

In another such example, when Muslims came to India it was one religion, when they came into contact with Hindus (which had multiple classification) started deviding

McClelland says that, need for Achievement (N Ach) is not encouraged by Hindhuism which teaches that concern for earthly achievements is a delusion.

Tailor stated, low aspirations, passivity, conformity as basic Indian characteristics. Tailor is of the opinion that very nature of familial interactions develop an acute sense of dependence through extreme emphasise on parental authority and minimization of opportunities for personal initiative. Personal initiative is replaced by obidience and conformity. and the security for the individual is associated with dependence on the superiors, this pattern reflects the relationship of political and organizational leaders maintain with their followers.
loyalty and conformity are expected and not much emphasise on initiative and efficiency is placed. (Imp study)

what is the significance of this study?

Authoritarian people may democratic institute/country like India.
How sarcastic is that?

Authoritarian Leader ——— democratic leader

↓

Natural task (Nurturing leader ≠ task style)

characterized by ↓ EQ & ↑ Emotional sensitivity.

His concept is given by, JBI sinha

Participative practices in India won't click, not everyone likes to take responsible, they want to enjoy the benefits of 'success' without assuming to any responsibility.

. We are driven by "commons' dilema" short term gratification over powers delayed gratification

Personal initiative is less dominant than loyalty and conformity.

we have a strong "cultural ~~Post~~ continuity with Past"

Past matters a lot here .....

eg: Idea of small family ⇒ never works here.

Eg: Legitimacy of govt institutions declining.

It also paves way for, 'co-status'

"Lets go with the flow & not against the flow"

you cannot go against the system ..... so abide by its rules ..... become one with it.

typically, Personal priorities surpass national priorities.

that's why we have so much of craze for film actors, cricketers and so on .....

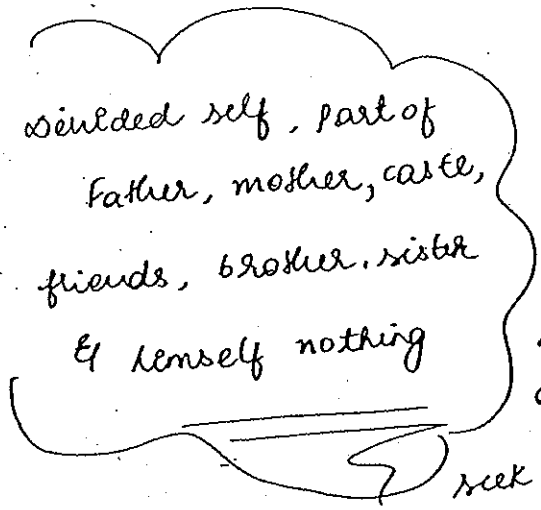
"Giving "more than life" image to some personality"

larger

there is dirth of 'mobile people' in India,

So it is not easy to expect any social, progressive change to happen. If such change' happens by any chance it will be a very slow process.

3. Koestler in his work, "The Lotus & the Robot" argues that Indian joint family and caste system have been responsible for ingraining reluctance to take decisions and evade responsibility. He considers the process of character formation as 'deboning' producing only shapeless, spineless, non-individuals out of the womb of Indian joint family, only 'YES MEN' could emerge.



4. Ramanujan is of the opinion that there is an unarticulated bond between 'GOD' and his 'father' and this bond persists even after the son grows up. Even in the adults there is nostalgic desire to seek approval and sanction of the father at each and every step.

seeking approval in something that 'Father' knows, first hand experience in it is really OK.

but (asking) for sanction before doing anything is not welcome.

5. JBP Sinha et. all investigated the constituents of Indian 'Psyche' and found that Indians possess 5 values that makes them different from the western people.

1. Harmony & Tolerence
2. Duty Orientation in contrast to Hedonism
3. Group (embedness) embeddedness
4. Arrangement of people, objects, ideas and relationship in a Hierarchy
5. Preference for personalised relationship.

significance of the study :

A person who is undemocratic within cannot serve/help others. Yet carries an illusion that he/she is serving others.

Gregariousness living in groups, together eg : ghettos no contact with other cultures

So what ?!
Preference for familial duty over others ↑
Prejudice ↑
Personal preferences priorities ↑

6. JBP Sinha et.al ⟹

Hindu identity is the product of 3 factors.

1. inner psychic structure conditioned by religio-philosophical thinking.
[mind at cross roads]
To be not to be, to do; not to do !
I feel this ... they say that]

2. social, institutional and familial relationships

3. contemporary Indian reality especially poverty.

The first was molded by 'Sanskars' & interacting with Hindu ideal of 'Moksha', the second was related to the dechotomy of 'other-own' which evolved during childhood and shaped into caste & group loyalty the third was related to the fear of limited resources and it pleads people to engage in power games.

Hitchcock & Minturn have observed that in ERP's followed in India +ve reinforcement is sparingly used and the punishment to control the childs behaviour is the commonly used method.

There is excessive use of don't's in guiding the childs' behaviour and the content of mothers scolding seldom provided the model of desired behaviour.

Training in self reliance is as negligeble as training in responsibility. Mother reinforced dependency and rarely provided the child the opportunity to solve problems and the result is the crystallization of "dependency complex"

Sudhir Kakar
Psycho Analytical study of Indian society
Books like,
Inner world.
Student of Erikson!

Features of Indian society :

1. Joint family.
- Husband & wife intimacy weak. no time & privacy available
- Father distancing himself from children.
- centralised decision making.
- Reinforces dependency motivation, nAch ↓
- Functionally joint, structurally nuclear families are what we have today.

we have only Psychological bonding, as a "Psychic reality."

Everything is familial, success & failure is viewed as familial. "Family ka Izzath"

Joint families have ↓ structurally.

feminist movements & women empowerment could be treated as causes for it

Assertiveness on the part of women has given her economic independency, education and freedom.

2. Arranged Marriages

- leads to husband & wife intimacy post marriage & if it is a joint family, intimacy ↓ less likely to happen.
- less responsibility to make marriage work.

"m capable of finding a 'boy' for myself Dead thinks he is more capable. after all he is my daad sir

3. caste

Hierarchical orientation.

leads to status "consciousness" [99% of Indian population is status oriented"]

this would mean, democratic environment is absent.

A tendency to arrange everything in hierarchy.

4. Patriarchal society

men dominate!

So the result:

male child preferred over female child.

male child given more autonomy, freedom & independence than female child.

female gets her identity only by affiliating to a male figure.

Eg: wife of 'somebody'
mother of 'someone' etc.

"SELF"

Effort of Corner stone of Humanists especially "Rogers"

SUM OF WHAT I AM.

Allport:

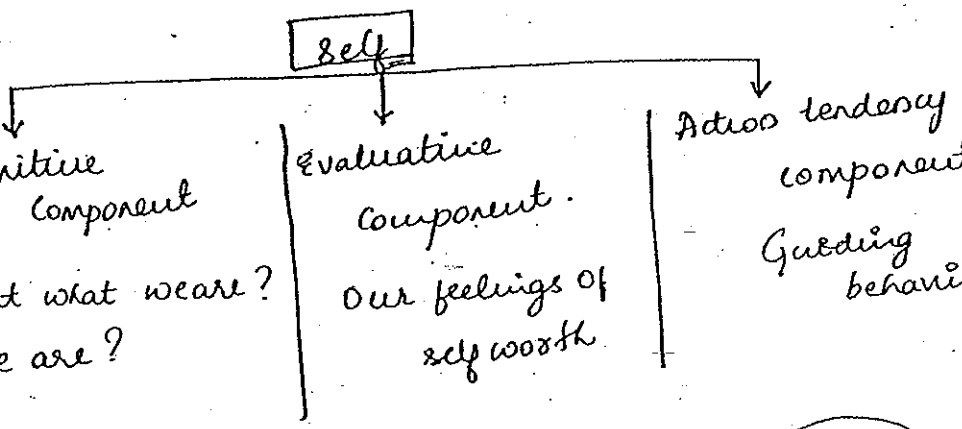
Self = Proprium.

unique aspects of ourself that we are aware about.

unifying theme of (P).

helps us predict our own behaviour as well as others.

where is the knowledge of self is stored = "self schema"



Organised collection of beliefs about oneself

Constitutes our self concept.

when we evaluate our belief, feelings.

= self esteem.

How does self develop?

self observation (30)

Social comparison.

Reflected operation.

This has a relevance in the education & training of disadvantaged children?

Teacher should be encouraging

will do well / expected to do well in a group of students of similar IQ.

⇒ say a kid which has ↓ IQ. will do well in a bunch of kids who also have ↓ IQ. than his performance in a normal school.

so it is better to put a disabled / disadvantaged kid in a school for disadvantaged than in mainstream school.

Self

objective self	subjective self.
# categorical self	I 'self' part
# Empirical 'me'	Introspect
most people die 'I part	Values, I have

realization of I is very important.

You are not bothered about what others think of 'me' ⇒ 'I' is Balanced & natured enough to take criticism that come its way.

Self

- Public self: what we present to others
- Private self: Our thoughts about what & who we are?
- Collective self: "Social self" Evaluation of self by grps to which we belong!

By-stander Effect:

A tendency to look upon at an incident/situation not by taking a part in the situation (not being a part of it)

Eg: You witness an accident, see a person in the pool of blood you stand & watch instead of helping him.

You take an initiative to help him only when you see someone else doing it.

Risky shift

Decision making in a group is always ↑ on the risk side & ↓ on Conservative side for where prevails "GROUP THINK"

They are likely to take Exceptional risks.

as Try to avoid critical life & take risk.

SELF

Actual self	ought self	Ideal self
current self	what one believes ow' to be	what one likes to be

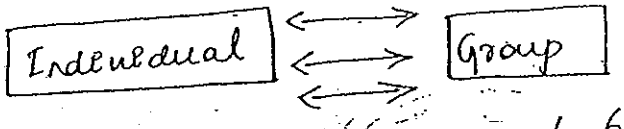
Indian and western society and their ψ differ in terms of what they consider as the goal of the individual Individuals development appears to be 'soul-goal' invest but in non-western societies self is seen as participating in unity with all things

In western society identity is based on the accomplishments made or the place from which we originate In contrast in non-western societies identities are based on our relationship with others.

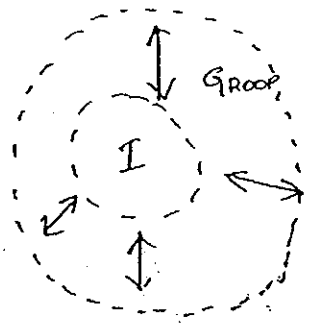
In non western society interdependence is at the heart of the self, the concept of filial (familial) duty is at the very root of Indian society. the nature of Husband-wife relationship is also qualitatively different from what we found in western societies.

Interdependent self Vs Independent self.
(OS) (Hum)

Ego boundaries are open in Indian self where as Ego boundaries are closed in western self.



'Them' Solid lines indicate fixed boundaries clear cut distinction between individual & group.



'US' Vague lines indicate variable boundaries.

JBP SINHA :

Found that Hindu experienced self is more structured around 'we' 'ours' & 'us' than around 'I' 'me' & 'mine' there is a preference to belong to a collectivity and to autonomy and initiative

Roland

Indian culture stresses upon symbolic modes of relating.

In contrast to this in western culture the emphasis is on individualism & autonomy.

dependency in indian culture doesnot carry -ve connotation and most children grow up as a part of extended family system which also plays an important role in the identity formation of the child. The closely knit, extended family system provides for the extension of "Narcissism"

beyond individual body ego to the 'we' of joint family extended family.

Roland observed, that social obligations and filial duties are excessively overemphasized and therefore Indian self can be characterized as familial. Individual is subordinated to familism and in this sense individual self is less individualistic than western self however inspite of collective orientation and the tendency to submerge individual into the group. In day to day functioning, an average indian is egoistic, selfish and lacks consideration for others. There is terrible dechotomy in Indian Personality with a large no. of mutually opposite though connected traits such as;

Xenophobia Vs Xenotatry
(phobia for other foreign races) [ಅನ್ಯ ಆಕರ್ಷಣೆ]

Extreme sense of solidarity Vs Uncontrollable tendency towards diversity.

—

Mother-son relationship in India is marked by.

Prolonged infancy & Maternal overindulgence
delayed and abrupt separation.

Seperation Anxiety suffered by mother

Mothers erotic & material need of should be satisfied for her not to feel that's anxiety.

Has if overdone. this can turn neurotic.

Indian Men are impotent! ↓ Psychologically. sp. "ONLY!" Subjected to doubt! ⇙ doubt

" I get confused bit 'd' 'b' & 'o' 'e' 'i'. 'e', when they come in line in a word.

Role of female [female child .....]

Oedipal Vs Vic.
insecurity level ↑ strong critical orientation
She has very few outlets for her pent-up emotions in the patriarchial society.
sense of identity ↓

not matured enough to realize her potentials & role she plays & its significance.

Indian Female are anti-Feminist / feminine they are critical. they themselves promote the idea / notion that men are superior to them.

Impervious to reasoning.... men are no exception.

Equality is basically a feature of democratic mind.... Our CBI's doesnot facilitate individuals to have such democratic type of mind. ⇒ they end up being over critical as they grow old.

social mindedness!

Lack of clarity

I want independence

I don't like it when he allows me to be independent

I don't like him to be too possessive as well.

If we define Being critical as women's nature why does she direct it only towards men?

we have to seek for pain to be experienced.

Easy target she gets is mostly her 'Husband'

Why women want to be dominant?

In 'public domain'

female dominance is less likely so try hard and be dominating in 'Domestic domain'.

Other reasons could be,

'status', 'name'

technological advancement](value confusion]

cyber neurosis

'Identity confusion'

Identity defusion.

'more choices – more confusion'

Eg: call centres ⇒ confusion, Identity crisis.

Virtue of purpose, achieved by
thinking big, setting high goals / major goals. &
Identification with parents.

? Locomotor ?

Bacha Locomotion start Karta hai.....

Many live & die in Ignorance
Eg: Akka dosaa :P & me! Amma

contact with people;
sense that you have become 'individual' (independent) in some sense.

Stage IV : Latency (6-12 years)
Industry Vs Inferiority

Tonsey
Nikamme = ~~Appa~~

virtue : competence
Learning new skills.
sexual desires abate / ↓ down.

when we learn something new ⇒ we fail ⇒ 'Inferiority'.
Parents should be sensetive to the needs of the child
child will develop the sense of industry
"industrious", which will be reflected in the
development of virtue of competence.
sense of inferiority ⇒ developes if it is the other way round.

Stage V ~~Adolescence~~

What can parents do to develop their kids association with their teachers ?

Make the child trust his mentors develop trust.
don't contrast what is taught in the school at home.
#

stage V. Identity Vs Role confusion

Adolescence -

virtue : fidelity

Identity is the answer to the Question who Am I ? it is a multifaceted component which contains a conscious sense of oneqeness. developed as a result of variety of psychosocial experiences Identity crisis occur because of role confusion

Identity crisis can be described as a period of "MORATORIUM" between "childhood" and "adulthood" where in the individual tries to solve special problems and 'Youths' who have been able to overcome Identity crisis develop the virtue of "FIDELITY"

Fidelity is nothing but the ability to sustain loyalties freely "pledged" inspite of contradictions in his value system.

stage VI : Young Adulthood (21-25 years)

Intimacy Vs Isolation -

virtue : Love

Intimacy ability to establish "close relation with others

It is possible only when partners have clearly established identities. and loyalties.

Daughter identifies strongly with her mother.
Mother has lots of sympathy for her daughter as she sees herself in her daughter.
However the distance between father & daughter continues to be there.

Indian female irrespective of their caste & creed exhibit a sense of resentment & hostility towards men from a very early age.
↓ self efficacy in females is also a result of this repression.

You are ready to be guided & the person says, take your own decisions you won't like.

In this restrictive society most of females would have thought "wish I were a boy" atleast once in her lifetime.

"Dislike to be a female in females"

Eriksons' theory of Psycho-social Development

Freud	Erikson
# Pessimistic	• optimistic
# Psycho-sexual	• Psycho-social
• 1st 5 years, early development is very imp.	• Personality development through 8 stages spanning through entire life → life span approach
• Personality development discussed with 5 Psycho-sexual stages (Birth — Puberty)	• Ego-centric theory Ego independent.
• the theory is Id-centric Ego subordinated to Id	emphasize on cultural aspects / determinants of personality
Biological approach, ignored the importance of cultural forces that play an important role in shaping the ®.	though he didn't disregard the biological determinants
# (Instinctual theory basically)	non deterministic.
Psychic determinism	not a champion of unconsciousness

Life is all about "crisis"

we try resolving crisis continuously

either we resolve the crisis satisfactorily

or not resolved satisfactorily.

different stages ⇒ these crisis are depicted.

resolving conflicts in one stage has got nothing to do with resolving conflicts in later stages.

Erikson thus is open minded unlike Freudians.

Eg:
TRUST Vs MISTRUST

Every stage is confronted with some challenge.

we accept

either gets resolved → move to next stage

not resolved → still move to next stage

- along with time line.

You are as good as your last performance
You can't sit pretty thinking of the 'Past victory'
Crisis can come back to bother you anytime!
Be Ready.

different Psycho-social stages :

Oral sensory (0 - 1 years)

Virtue : Hope!

Trust & Mistrust

Mothers attitude towards the needs of child.

Mothers attitude is shaped by society

⇓

child developes Trust — mother warm, accepting

Rejecting mother ⟹ child developes mistrust.

few aspects of mistrust is also necessary.

Resolution can never be 100% / 0%.

Stage II : Muscular Anal (2–3 years)

AUTONOMY Vs SHAME & DOUBT.

VERTUE : will

Toilet training starts here.

they guide their children properly and are democratic in dealing with their children. such parents will engender their child.

Parents could either be

Shame & doubt

Harsh
Permissive
> Shame and doubt.

Proper toilet training ⇒ Autonomy.

later in life, you won't be able to take pride in your own success/accomplishments.

individual may turn neurotic as well.

stage III Locomotor genital (4-5 years)

Initiative Vs Guilt

VIRTUE : purpose.

phallic stage — sexual matters

advances towards mother by son — discovered by father.

when the child is severely punished for his/her advances towards his mother ⇒ Guilt.

very understanding, considerating father

⇒ Initiative.

you are not allowed to take initiation in this state

Mature Love — पका हुआ प्यार !

Mature love demands commitment and maturity of mates

Ef isolation refers to the inability to share one's true identity with one's partner and such individuals are self-absorbed and superficial.

Middle adulthood 25-64 years.

Generativity Vs stagnation

virtue : care

Found always on its toes enthusiastic if he has experienced generativity if not ..... he in stagnation.

Q. which theory of west comes more or less close to Indian orientation approach towards (P).

Erik Erikson's theory of (P).

occupational identity is V. Imp.

Emphasize on family, self realization

VIII Late adulthood (65 - till death)

— Ego integrity Vs despair

virtue : wisdom

You turn back & look behind.

you have a satisfaction

"I lived the fullest" ⇒ die peacefully.

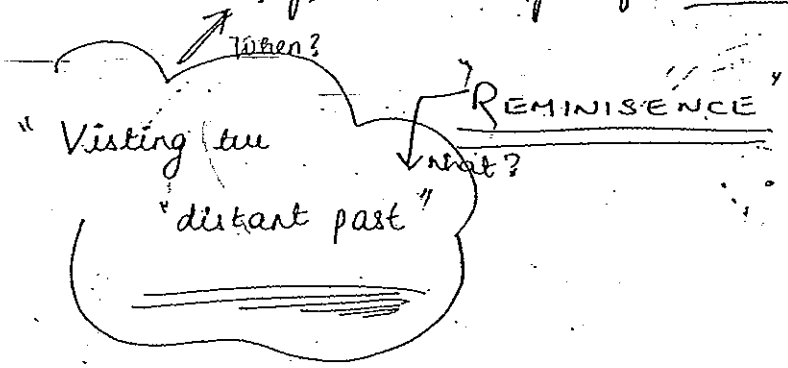
Goals in life, not achieved ⇒ despair.

⇒ who has ↑ ego integrity will eventually have 'wisdom'

marsh towards becoming an actualized individuals.

context (From) ↓ (to) text.

Old age is an age of "Recollection & reminiscence"



Critical Evaluation :

+ve

Applied value ↑

-ve Concepts cannot be empirically demonstrated.
His precision & testibility relatively poor.
His theory explanatory base is limited. Identity crisis seem to carry too heavy a burden.

Identity crisis was his corner stone over emphasise like Freud's craze for "sex" / libido.

Though he is a stage theorist, he can't be criticized for it, as there is an interlink bth different stages in his theory and stages are not completely independent of each other

NATURE Vs NURTURE.

Nature : Heredity

genetic make up of the gene is the carrier of heredity.

NURTURE = Environmental

Sum total of the stimulation received from the time of conception till the time of death.

some behaviours ⇒ envir dominates the Nature

universe in some other behaviour

but it will always be the product of Heredity and environment that brings out the behaviours

to study their interaction, one of two should be held constant however complete constancy is not possible in any case.

To study the relative dominance / influence of these factors upon the determination of behaviour and personality of the individual.

we go for co-relational studies.

The mechanisms used here include.

Selective breeding
Twin studies ← IT reared apart / FT & IT reared together.
Adoption studies & foster families.
Family studies & family tree method.

Selective Breeding :

Rats ♀ ♂

Rats ♀ ♂

Activity level.

In selective breeding the animals which are similar to the degrees to which the traits are manifested ~~are~~ not manifested are mated with each other. If the trait can be altered by selective breeding we can conclude heredity plays a more imp role in the development and manifestation of that behaviour.

Twin studies :

Two types, # Monozygotic (Identical)
Dizygotic (Fraternal)

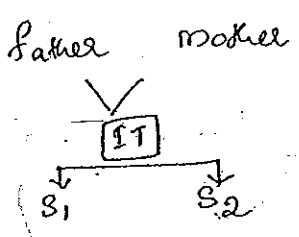
Heredity Ratio

$$\frac{V_f - V_i}{V_f}$$

V_f = within pair variation in the same sex fraternal twins

V_i = within pair variation in the same sex identical twins.

case I :



Given a math test

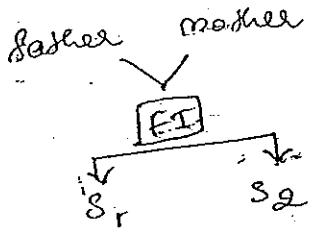
8/10 7.8/10.

within group variation ↓

pair

Resemblence ↑

case II :



2/10 8/10.

within G. variation ↑

resemblence ↓

Twin studies have been used majorly to study H×E interaction in case of Intelligence & schizophrenia to a large extent.

Suppose,

One of the twins has a disease. /addiction. and if there is high probability for the other to develop the same disease in case of IT & probability is ↓ in case of FT then Heredity (Nature) dominating role

If not, [the other way round] Environment is at work.

Arvey et al
Mc, Que et al
] studies done using. ⇒ (Twin study method)

on "variety of behaviour patterns"

Arvey et al ⟹ study was on 'Job satisfaction.'

Genetic basis of attitudes.

Twins reared apart despite working in diff. environments showed gave similar reasons. when it come to Job satisfaction.

Genes Influence Overlap in Edeosyncrasies of TW reared in different places. In an Imperceptible way

Arvey et al studied 34 pairs of identical twins and asked them to complete standardized measures of Job satisfaction which depicted their likings for their current jobs. each twin pair had been seperated since (there were) they had been only a few months old and had spent most of their times in different homes leading different life.

Despite differences in rearing and despite the fact that they held different jobs there was significant degree of similarities in their rated satisfaction.

Arvey et al suggested that these results stem from the tendency to be enthusiastic, a characteristics which is partly determined by genetic factors.

In twin studies researchers asses the influences of heridity also by comparing the resemblance of identical and freteral twins with respect to trait in question. the logic of such twin studies is based on the concept of genetic relatedness in identical and freteral twins. Freteral twins provide a useful comparision to identical twins because in both cases twins grow up under the guidance of their biological parents and at the same time and are exposed to similar configuration of relatives, teachers etc

Thus both kinds of twins develop under equally similar environmental conditions. However identical twins share more genetic kinship than fraternal twins and consequently if two sets of identical twins tend to exhibit more similarity on a trait than two sets of fraternal twins do, it is reasonable to infer that genetic similarity is probably more due to hereditary factors than environmental factors.

Foster Homes & Adoption Studies :

Role of Genetics :

Intelligence & Schizophrenia > Personality & Anxiety neurosis > Attitude & neurotic disorders.

Extra ..
Neurotic disorders due to faulty socialization.

A & B (Addicted to drinking)

C & D.

1 2 3 4 5 6 7 8 9 10

adopted by C & D

Compare 8, 9, 10 to 1–4.
(adopted) (biological parents).

Adoption studies evaluate hereditory influences by examining the resemblence between children and their biological & adoptive parents. Generally foster children are used as subjects only when they are given for adoption in early ifancy and were Rised without having contact with biological parents. The logic underlying adoption studies is very simple. If children resemble their biological parents on a trait even though they are not Rised by them, genetic factors influence that trait. In contrast if adopted children resemble their foster parents though they had not received / inherited any gene from them, their environmental factors probably influence the trait to a great extent.

Family studies & Family Tree method.

What is focused upon here is "Genetic relatedness"

Family Tree method :

In this method family tree is prepared to see whether or not trait in question is inherited the problem in the method is environmental factors are left uncontrolled and therefore we cannot be sure whether heredity or environment has played a major role.

An extention of this method is Family Tree method. Here the researcher

assess the heredity influence by examining the blood relatives to see how much they resemble one another on a specific trait. If heredity influences the trait under investigation, the researcher should find phenotypic similarities among the relatives. Furthermore, they should find more similarity among relatives who share more genes.

Family study method does indicate whether a trait runs in the family but it can't be regarded as a conclusive evidence of the trait being influenced by heredity because family members generally share not only genes but also the environment. thus, we find that closer relatives and therefore genetic as well as environmental similarities happen to be greater for the closer relatives.

Either of these confounded variables could be responsible for greater phenotypic similarity that is found among the closer relatives

Family studies can offer useful insight about the possible impact of heredity but they cannot rule out the role of environment. or they cannot be considered as a definite input.

Conclusion :

oo

Heredity and environment are contributors to the development of human behaviour but heredity appears to be more potent force

Environment plays a determining role in the development of the organisms.

Hereditory traits remain unrealised without proper environment to actualize them

Heredity and environment are insperable co-relates. Environment determines which hereditory traits will be developed and to what extent this heredity provides the reaction range i.e the range of possible behaviours one can acquire but whether or not one acquires them depends upon the kind of (behaviour into) Environment into which he is born and in which he operates.

Elasticity in Rubber is in within it but a certain amount of force should be put to stretch it

MATURATION

Innately determined sequences of growth & bodily changes that are relatively independent of the influence of the environment.

Eg: development of foetus in the womb of mothers.

mothers from not so prosperious families can also give birth to a healthy normal child. (Intra-womb ~~environment~~ not influenced by outer environment conditions).

Maturation is seen in behaviours like,

walking, sitting, Talking & smiling.

Carmichael's experiment on 'Tadpole'

Experimental group	Control group
Tadpole reared in Anesthetic solution	Reared in H_2O.
Arrested the pre-swimming motion of Tadpole	Had the opportunity of PSM.
↓	↓
Transfered to water	trained to anesthetic soln
20 min delay to start swimming.	Tadpoles reached maturity independent of env. influence.

why 20 min?

for wearing away / cancellation of anesthetic soln.

⟹ III study on human beings,
by Gesell and Gesell Study on "Hopi tribe"

Relationship between Growth, Learning & Maturation :

Why is it difficult to unveiel the contribution of the learning and maturation in behaviour.

Actually the study is retrospective in nature we are going from behaviour ⟶ learning.

Any study done in this area

Heredity & Environment both play a role, In some cases it is Heredity which is dominating and in some other cases it is environmental force which is at work.

⟶

Growth refers to an actual biological, or quantitative increase - in size such as enlargement of body & its component parts by the increase in no. of cells.

One difference between growth and maturation is the greater possibility of environmental effects on growth.

Maturation like growth is more easily understood as a biological change whereas Growth refers to increase in no. of cells. Maturation refers to development of cells to the point they can be fully and totally be utilized by the organism.

Maturation involves genetically controlled alterations that bring the cell to the point of 'ripeness' or 'readyness'.

Exposing an individual to learn a new task / behaviour at too early an age or too late both are detrimental.

Appropriate stimuli at appropriate time is what is important.

Train a child beforehand expecting him to do well in school.

is not welcome. He might have a headstart but exposed to stimuli, that too, too many at an early age.

Maturation involves genetically involved alteration.

continued ....

Maturation has many practical implications for those attempting to understand the human behaviour.

Eg: A infant cannot walk because the maturation of necessary muscles and cells have not yet taken place eventough the organs have been growing.

No matter how much practice the infant is given walking cannot occur before the cells involved have matured. The point at which the organisms becomes matured enough to start conquering developmental tasks is often referred to as a 'state of readiness'.

Maturation is the unfolding of individuals inherent traits in phylogenetic genetic functions, that are common to human race. such as walking, sitting etc development comes from maturation. and learning in the form of training has limited influence.

Maturation therefore provides raw material for learning and determines the more general patterns and sequence of behaviour..

Learning is the development that comes from the exercise and effort on the part of the individual thus learning may be associated with stimulating situations where as maturation can be related to the growth of neuro-muscular systems.

In Ontogenetic functions, which are the functions that are specific to the individual such as swimming, driving a car, etc learning in the form of training is essential without it development would not have taken place.

Three important facts therefore emerge from our present knowledge of inter-relationship between maturation and learning as the cause for development of behaviour.

1. Because human beings are capable of learning.
   Variation is possible,
   Individual difference in personality attitude, interests and patterns of behaviour comes not from maturation alone but from the interaction of maturation & learning.

2. Maturation sets the limit beyond which development can't progress even with the most favourable learning methods, and strongest possible motivation from the side of the learner.

3. There is a definite time table for learning. Individual is not in a position to learn until Ready. Developmental readiness determines the moment when learning can and learning should take place.

Q. Critical period & the Education of disadvantaged ?

Critical period in human behaviour, Myth or Reality

Critical period, Is it more applicable to animal or human behaviour.

Language development & critical period hypothesis

what is the utility of knowledge of critical period concept in behaviour change ?

A:

- There are different periods in human development, It is beyond doubt, few periods are more ✳ than others.
- Change is the 'law of nature' & change could be
  - # Regressive
  - # Progressive
- There are few periods where the change is rapid & faster than the other periods.
- Critical period is a short duration / time period in the life span of an individual where he/she is biologically ready to display certain behaviour provided the relevant stimulus is presented.

If releaser [stimuli] is presented following the elapse of critical period the behaviour manifestation would not occur no matter how strong the releaser is.

Impermeable boundaries is what characterizes critical period.

Also mention the experiment of Lorenz & Harry Harlow.

C.P & disadvantaged learners

For animals concept of C.P is more relevant compared to human beings because.

human are more versatile
have more interaction, (advanced) with environment than animals.
complex interaction, human have with their environment compared to animals.

The earlier it start, better will be the performance.

"Catch them Young"

Studies on Emotional development & Attachment

the experiments done on monkies.

Contact comfort with mother & their Emotional development later in life.

More or less all the studies had concluded one thing in common that

First 5 years specially first two years are very important in the life of any individual when it comes to learning a behaviour.

more the -ve impact of environment has acted on the child it takes more time to restore normalcy and grow out of the maladaptive behaviour.

But however though a little late, 'normalcy' can be acheived

Suppose, the critical period for attachment has lapsed. [as in case of ~~Ferry~~] "Genie"
It can't be said that "normalcy" can completely be restored, no matter how hard we try, we end up "Being close to normalcy" & never completely 'normal'

Language is a special case of cognitive development

Language development is more or less over by the age of 5.
If we look for a parallel of this in "Intelligence" the cognitive ability & the symbol manipulation capacity of a child at the same age is much lesser. indicating that there are different centers for language & Intelligence in Brain.

Language is a special case of cognitive development.

child is able to speak a language of higher order yet he may not be able to demonstrate intelligence or symbol manipulation of higher order.
It has evolutionary reasons as well
"Language is needed the most"

⟹ due to this special nature and significance of language in our lives, 'n' no. of studies have been done in this area of critical period & language

Eg: ~~Ferry~~'s case.
Genie's

Does Intelligence follow C.P.

Yes! to some extent. It does.

We are able to carryout inductive reduction, deduction only when we reach a certain age. say 16 years.

Our cognitive development has a pattern.

(say from concrete to abstract. Over time)

this pattern is universal.

Is intelligence maturational ?

Yes! it is.

Language is one ability which is least effected by the environment. its almost independent of the environment in some cases.

as a kid you don't have to have an exposure to people with high verbal abilities to learn words.

~~the~~ concept of Critical period is far more relevant when it comes to language than in Intelligence in general however

Sensitive period, holds same relevance in case of both language & Intelligence.

W.r.to

To human beings it is better to refer to it as 'sensitive period' than critical period.

thus critical period is more applicable in animal behaviour.

Catch them young with respect to tongue! [language]

Genie's language acquisition was not as versatile as other children of her age but she could be trained to such an extent that she was able to express herself.

Second language:

If you are linguistically superior & ↑ cognitive abilities then you can learn & speak any language!
Eg:= Goethes' Faust.

Suppose you have no exposure to any language till your puberty suddenly you are exposed to German! You can't learn it, ~~it~~ very difficult.

But when it comes to learning a second language, it's also second language can be learned much easily when you have an exposure prior exposure to any language.

As a matter of fact children can acquire it must faster than adults!

Bilinguals & multilinguals have much stronger cognitive stimuli, than monolinguals.

Best way to pick up a language is by 'exposure' an exposure with no constraints.

DEVELOPEMENTAL TASKS

Neonate
↓
Infant
↓
Toddler
↓
Adolescence
↓
middle age/ meddle adulthood
↓
late adulthood.

Society expects certain things from the individual at every age.

Biological demands [what I can do?]

Social demands [what society wants me to do]

Personal demands. [what I want to do]

demand met ⇓ → happyness → feeling of success

not met ⇓ → sadness. → feeling of failure.

Actually these developmental tasks are applicable to normal population..

Individual difference will always be there in picture, some may be slow & some others may be fast in achieving these tasks.

—X—

Havighurst

Has defined developmental task as,

> "A task which arises at a certain period in the life of the individual, the successful achievement of which leads to happiness and to success with later tasks while failure leads to unhappiness and difficulties with later tasks"

Every cultural group expects its members to master certain skills and acquire approved patterns of behaviour at various stages during the life span. These can be called as developmental tasks. some of these tasks arise mainly as a result of physical maturation such as learning to walk, others develop primarily from cultural pressure of the society such as learning to read and still others grow out of personal values and aspirations of the individual, such as choosing and preparing for a vocation. In most cases however developmental tasks arise from these three forces working together.

Purposes :

They serve as guidelines that enables the individuals to know what society expects from them at given ages.

Developmental tasks motivate individuals to do what their social groups expects them to do at certain ages during their life.

developmental tasks shows the individual what lies ahead and what they will be expected to do when they reach next stage of development

If the individuals are aware of what will come next much of the stress that they face in their life can be reduced.

Developmental tasks plays such an important role in setting the guidelines for normal development that anything which interfears with their mastery can be regarded as potential ego hazards.

There are 3 common potential hazards related to developmental tasks,

1. The inappropriate expectations either of the individual themselves or their social groups
2. Bypassing of the stage of development as a result of failure to master the tasks for that stage of development
3. The crisis individual experience when they pass from one stage to another

Eventhough an individual may have mastered the developmental task of one stage satisfactorily, having to master a new set of tasks appropriate for the next stage brings with it tension or stress and creates the conditions that leads to crisis.

Man created / made identity crises vs natural identity crisis.

Eg: Retirement = man made identity crisis in adolescence = natural

=

⟹ Problems in late adulthood & old age.

men face it, & find it difficult to adjust compared to women.

→ Sooner & later all people become aware that they are expected to master certain developmental tasks at various periods during their life.

Each individual also becomes aware of being early or late & on time with respect to these tasks, It is this awareness that affects their 'attitudes' towards themselves as well as their attitudes and behaviours towards others.

There are two consequences of the failure to master developmental tasks,

Unfavourable social judgements [label of immature gets tied]

Is that foundation for the mastery of subsequent developmental tasks becomes inadequate.

INTELLIGENCE

Theories of Intelligence
- Spearman (20)
- Thurstone (20)
- Guilford (20)
- Hierarchical theories (10)

} Frequently asked.

+

could be perfect, this ↓, if planetary positions not intact.

CHC model
(Carrol, Hoon & Cattle).

Process theorists Piaget, Sternberg, Das (PASS theory/model)
(20) (20).

Multiple Intelligence : Gardner (30)

Emotional Intelligence — Mayer & Salovey. (30)

Aptitude (20).

Measurement of Intelligence, problems encountered (20)

History of Intelligence (10) —

Binet' scale of I (30).

Creativity (20)

Personality profile of creative thinkers.

development of creativity

Divergent Vs convergent thinking.

Measurement of Creativity (10) —

IQ constancy (20)

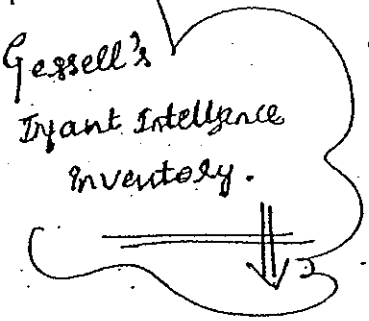
Problems in IQ measurement

Entire testing Industry is based on the constancy of ① & constancy of personality traits.

We are measuring these constructs for the purpose of prediction, predictions can't be made if these traits value keep changing.

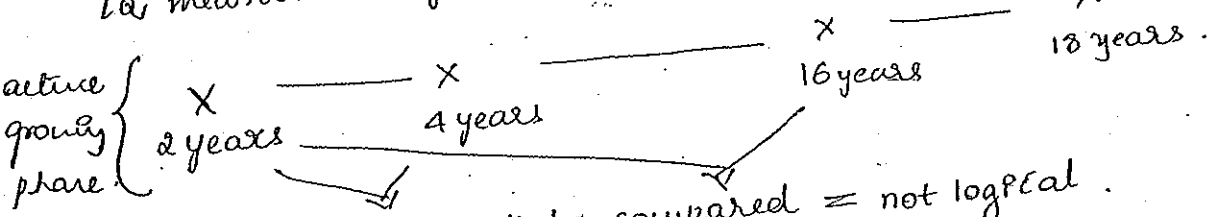
→ Preschool assesment of IQ's doesnot hold good during adolescence! why?

Gessell's Infant Intelligence Inventory.



we witness a very strong, fast cognitive development during critical years of development. and as it diminishes as the individual grows up.

IQ measurement of 'X'



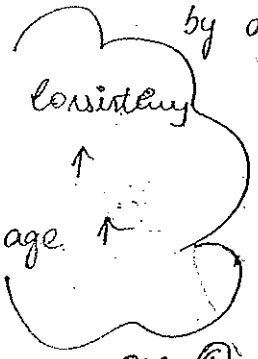
Can't be compared = not logical.

However their irregularities / inconsistencies doesnot mean that IQ isn't consistent.

what are we measuring in IQ measurment of a person?

The validity of a IQ used in an ① test used to test an individual of 16 years of age is more than those test used with an individual of 2 years,

by the time individual is 16 years old. there would be Consistency in the ⑤ of the individual.



by and large the things measured are same.
retention of skills and crystallization of (I) cognitive abilities takes place as the individual grows old.

Our (I) test should be constructed/developed in such a way it can overcome such minor inconsistencies and variation without affecting the measurement.

Problems in the concept of IQ

Concept of IQ was given by stern and it was used for the first time by Terman, who developed stanford-Binet (I) test and IQ score reflects someones' level of performance on a standardized test of tasks these tasks are designed to be indicative of general quality called as (I).

Precautions need to be observed in the interpretation of IQ scores.

⟹ IQ scores obtained from a certain test shouldnot be interpreted as absolute measure of (I) but rather the indicator of probable range in which the true IQ lies.

⟹ The younger the child is the less reliable his IQ scores will be, or the interpretation of IQ scores should occur in the context of broader assessment.

⟹ IQ scores are not closely liked to desirable qualities such as happiness, carrier achievement etc

⟹ There is a huge debate as to whether IQ / general (I) exists or whether we better understand the human potential in the form of various different subtypes of (I) such as musical, spatial etc.

which happen to be more or less independent of each other.

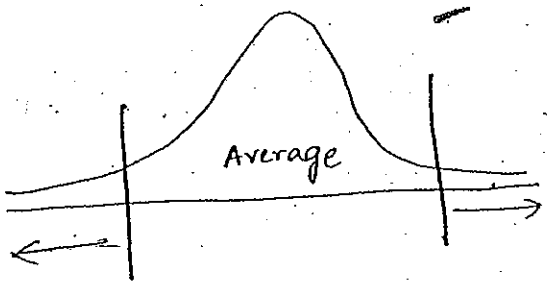
⟹ There is always a possibility of unreliability in Ψcal testing eventhough the Ψcal tests in general provide a standardised measure of (I).

Limitations of IQ

Mental age doesnot steadily increase throughout the life span but chronological age does thereby resulting in IQ scores getting lower & lower as the age progresses

It was originally held that IQ scores fall strictly upon 'Bell shaped curve' but this however is not the case, although IQ's fall along the Bell curve fairly well upto an IQ of about 130 there is much higher incidence of very high and low scores than would be predicted by Bell shaped distribution

[@ the ends it explains things well but at the extremes, the actual no. of people is much higher than what Bell shaped curve shows it as]



$5/4 \times 100 = 125$
$10/8 \times 100 = 125$]

numerically same

but going by $\frac{MA}{CA} \times 100$

they differ.

$\frac{MA}{CA} \times 100 \Rightarrow 5/4 \times 100 \neq 10/8 \times 100$.

IQ is not useful in describing the IQ of a normal adult, it is the score that compares the adult with the members of his own age group. It is not a developmental ratio, nor a measure of mental growth hence IQ from one scale are not strictly comparable with IQ from another scale.

Variability in IQ score from one test to another is also not the same this implies that on a test with much less variability an indudual will have to obtain a higher score for being far above the average of the normal in comparision to the test with greater variability.

In the light of these problems mental age is no longer used for the calculation of IQ scores, instead we use deviation IQ's. Deviation IQ's are developed from the normative scores that is the result of the test taken by large group of people whose IQ's are used to make comparisons, these ~~no~~ normative scores lie in a normal distribution of scores with the largest % of population scoring in the middle range. Raw scores are converted to Percentile scores and deviation IQ's are based on normal curve.

Mental Age :

Mental age progresses slower than CA
⟹ Retarted / slow learner

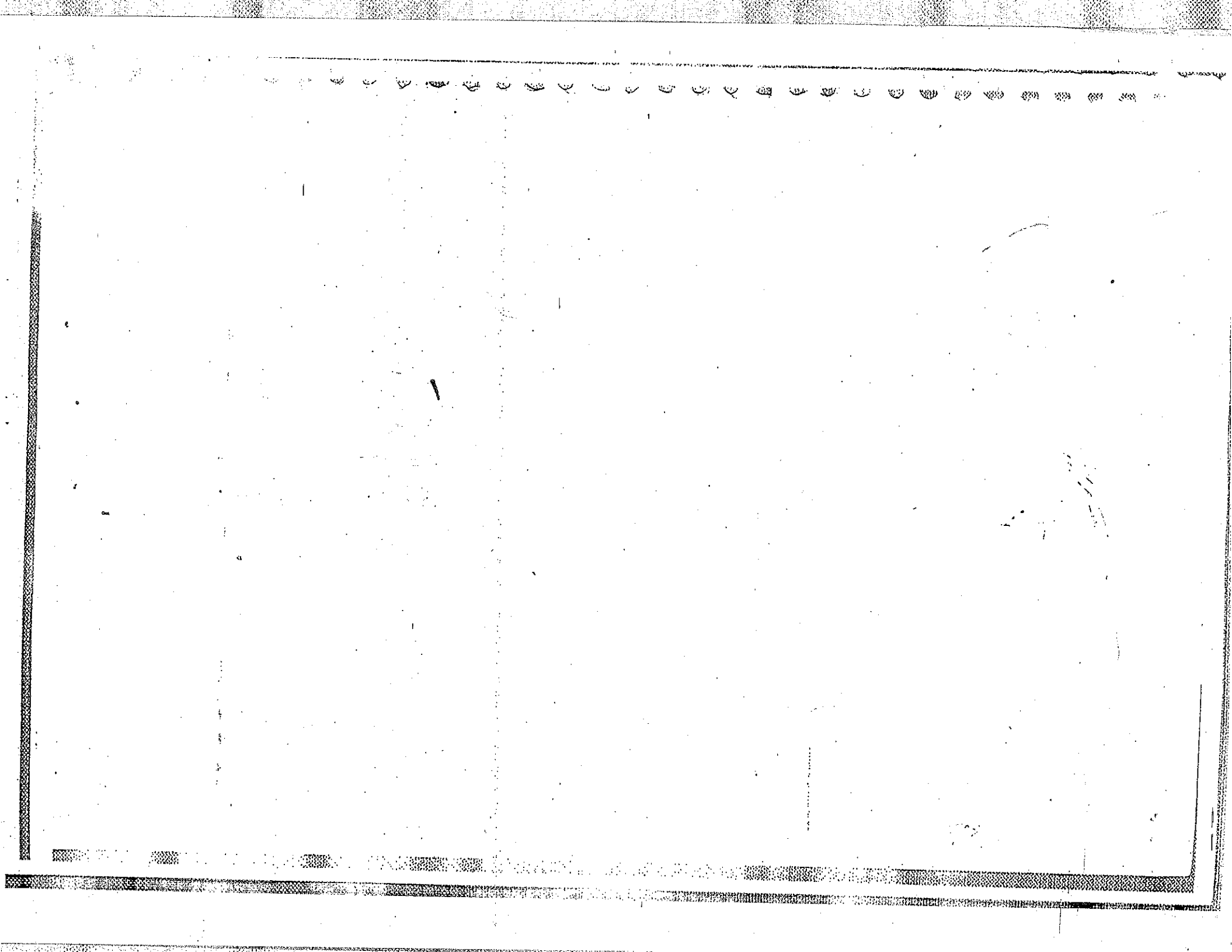
Mental age progresses along with CA
⟹ Normal individual

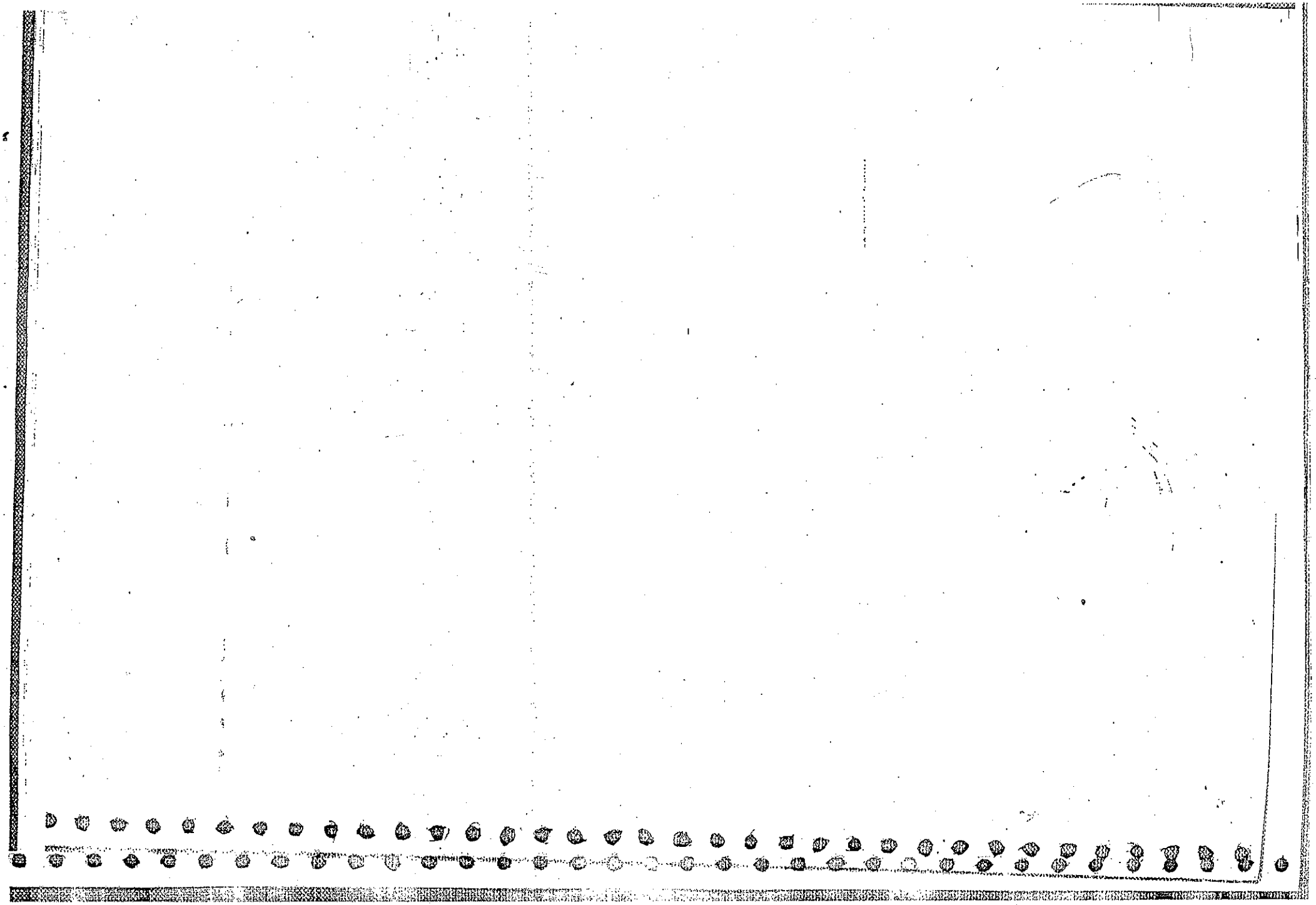
MA progresses faster than CA
⟹ gefted.

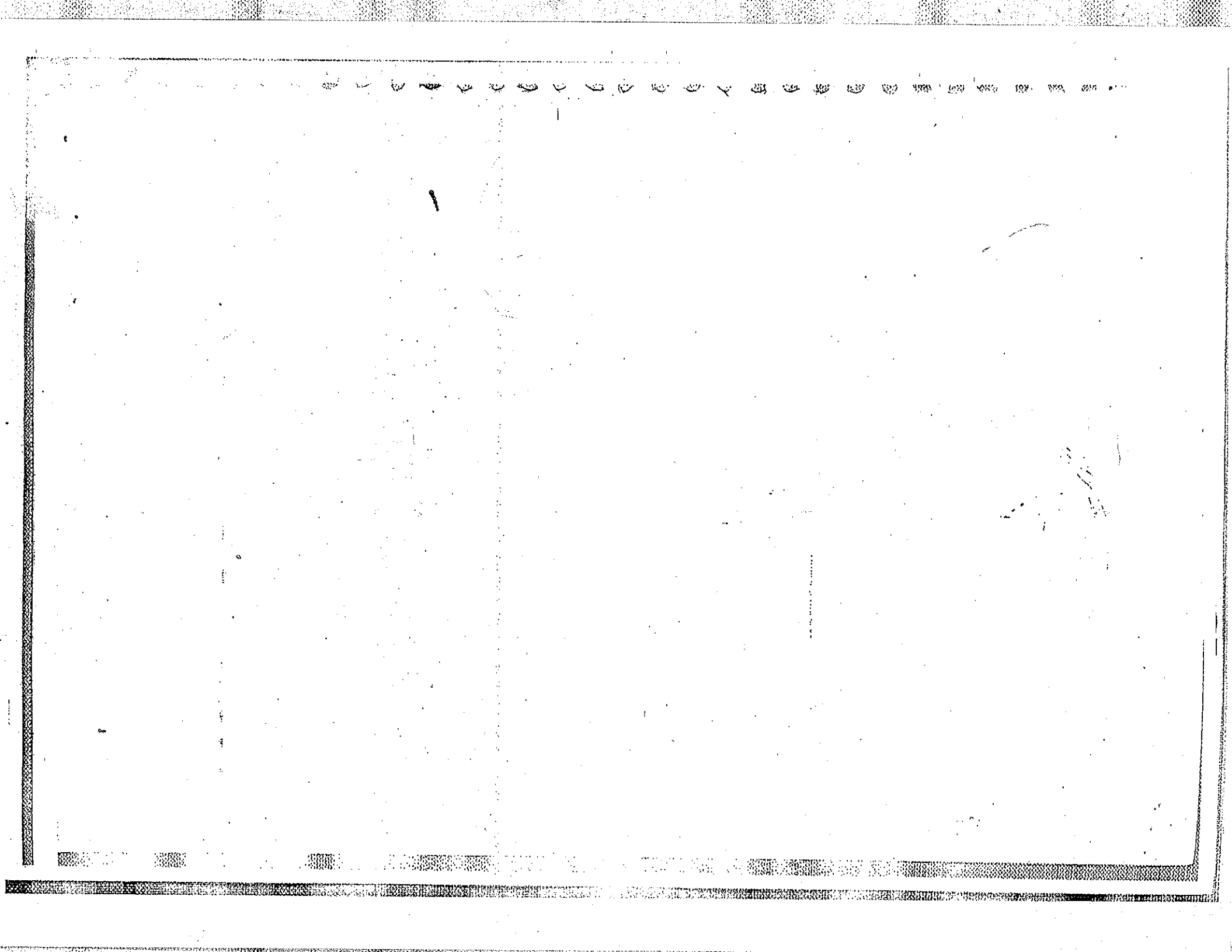
1	2	3	4	5	6
2 month	2m	2m	2m	2m	2months.

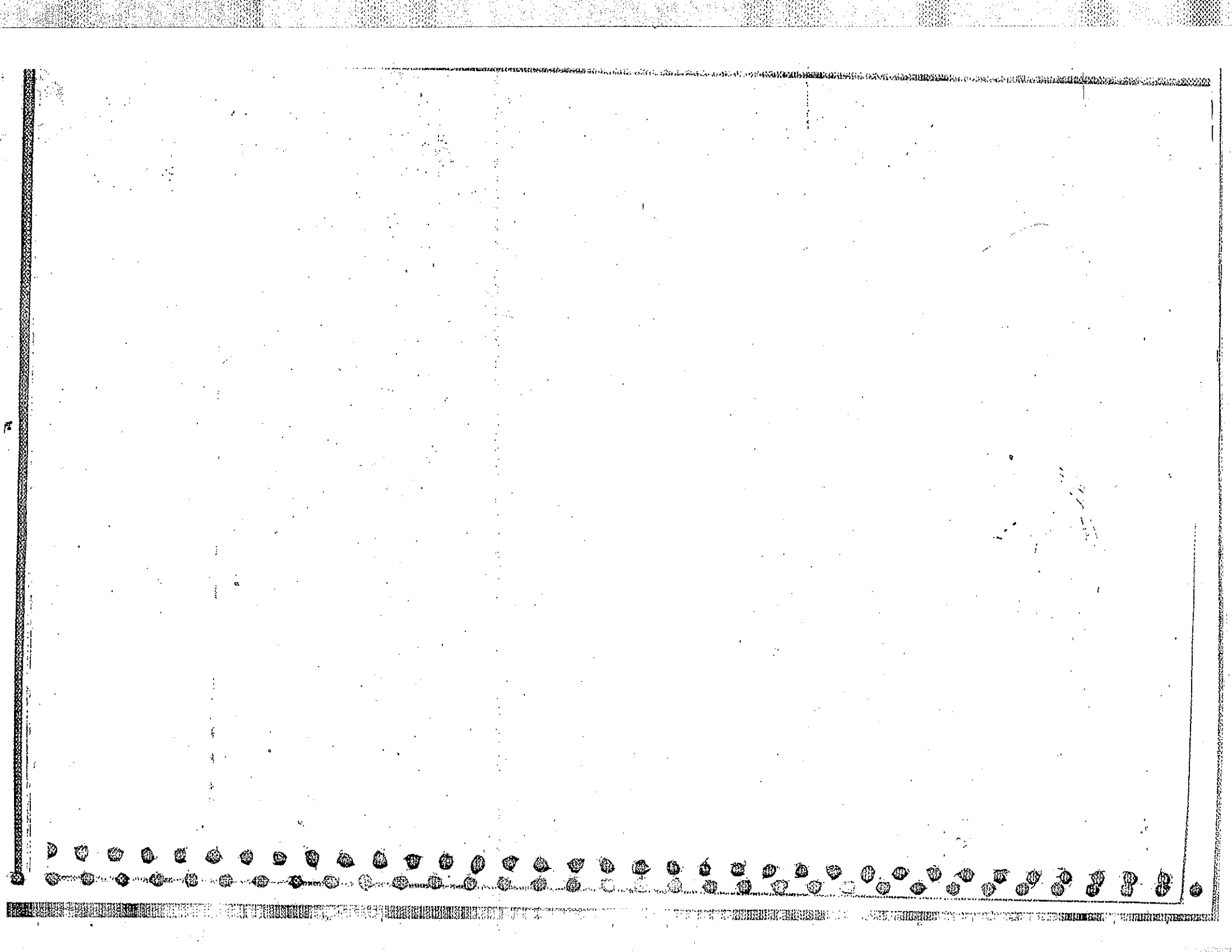
Basal Age ⇓
The highest level @ which one can answer all the items correctly. In the given age.

⟹ Basal age + credits
⇓
Mental Age.









Thinking

1. Problem solving (60 marks)
2. Judgement & decision making (60 marks)
3. Concept formation & attainment 60/30/10.
4. Artificial (I) & use of computers in P (60/30/10)
5. Reasoning 20/10 marks.

Problem Solving.

1. What is Problem?
2. Nature of Problem solving.
3. Factors influencing prob solving making set.
4. Steps in probm solving.
5. Obstacles in problem solving.
6. Heuristics involved in Problem solving.
7. How to improve Prob solving ability.

Problem space :

Current state : One in which the individual presently finds himself

Goal state : desired / aspired state.
final state.

Operators stage :

classification of problems :

I. well defined Vs ill defined problems

eg: CEMPLOX (Analogue) ↓ COMPLEX

One correct answer

eg : "IAS"
Marriage

many correct answers / solutions
components of problem space are not clear

II. Routine Vs Non Routine :

Rules for approaching for final state are available

One has to generate his/her own rules

III. Adversary Vs non adversary problems :

the opponent present has the potential to influence the problem solvers problem space.

Problem solver is confronted with a challenge to anticipate adversaries behaviour and equip himself with operators which enable him to make last minute adjustments in the problem space.

eg : chess.

Problem solvers task will be multiplied he needs to have more varied, defined info regarding the initial state etc so in his problem space so that he meets the challenge effectively

adversary has a stake in solving the problem
Precisely, problem space of problem solver & Adversary overlap.

FACTORS INFLUENCING PROBLEM SOLVING

I. SET : # Preperatory adjustment to perform a task
Practice of solving a problem in a given way, tends to produce a set
Sets can be induced by practice, instructions that review old habbits and immediately preceding experiences.
sets can have both facilitatory and inhibitory effects on problem solving.

eg : for the negative influence of SET, could be Functional Fixedness, A conceptual set whereby the objects that have been used for one purpose & in one manner are seen as serving only that function even though the situation calls for the use of the object in a slightly different context.

[Knife used only to cut tabl. In a situation of emergency, encountered with a knife, Inspite of having a knife in hand you are very unlikely to use it for self defense]

II. Maier's two strings expt :
materials : pliers (electric equipment of some kind)
Blank shirts.

Experimental group } both groups with saw (I)
Controlled group } same problem presented.

before expt. Experimental group were made to do a electrical wiring task only a plier = same plier was the controlled group —— no such exposure in expt also.

↓

who solves the problem first, ⟹ controlled group. as they have no immidietly preceding problems.

⇓

experiment further extended.

⇒ das sets' could be damaging in two cases of problem solving.

which learning phenomena does it demonstrate?

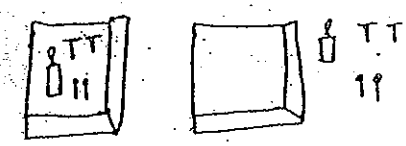
Stimulus generalization.

III. Adamson's Candle mounting Expt

Items used : candle
Match Box.
thumb nail fixed T "less likely to think of box as an item, its just a container for them —

Expt group 3 items given in the box

Control group : 9 items outside the box.



+ve / SET as facilitator : Evidences :

I. Maier's two string Expt :

Experimental group : taken in to the room where strings were moving to & fro.

Controlled group : & were able to reach the solution faster.

Experiences in life do they have a neg effect & a -ve answer Ebbinghaus theory

II. Expt on 'SALTHAN' 'Insight learning'

Expt group : who had a prior exposure to boxes
Performance ↑

Control group : no prior exposure

What has been taught to us will be favourable/unfavourable depends on the situation provided to us & the degree to which it overlaps with the situation in which the task was taught and mastered initially.

Overlap between past experience & current challenging situation is what is important.

Overlap ↑ solution ↑ probability

tasks learned in one context, should be experienced applied in various other variety of situations.

Hints : facilitate problem solving & gives in the beginning if provided in the middle, it leads to functional fixedness.

Priming : facilitates Familiarity with the solution.

Instructions : They provide direction to problem solver

They reduce search for no. of possible alternatives.

Obstacles in Problem solving

Unwarranted assumptions : Assumption that certain moves are not legal.

Over arousal excessive motivation.

Problem of representation : If initial representation of problem is incorrect then solution is less likely to be achieved.

Problems in seeing new representation.

Lack of prob specific knowledge

Lapse of in memory and concentration

Stages :

Understanding the problem includes :

a) Prob identification & definition.

b) collection of relevant materials.

2) Devising a plan.

Look into your LTM for a plan !

either plan not available

OR plan exactly fits the situation

plan needs to be modified to fit the situation.

devise a new plan

with minimum no. of steps & clearly defined

Carrying out the plan :

Problem solver, with the production system that he has created, goes to solve the problem.

simple the production system ⇒ easier it is to solve the problem.

Evaluation & looking back :

how well the production system has worked for you -

conventional problem solving = involvement of conscious mind. more ↑

creative, non-conventional challenge = Involvement of unconscious ↑

Insights to the problem might be incorrect sometimes, Problem solver has to go back to first step & start over again !

: Rules in Problem solving :

two types :

Algorithm

Heuristics.

Algorithm :

set of rules if followed correctly guarantee a correct solution.

Heuristics. :

Strategic based on past experiences that are likely to lead to solution but do not guarantee success.

Rules of thumb :

Just world hypothesis.

Means and Analysis !
Hill climbing,
Analogical transfer,

Q Gestalt Vs Behaviouristic approach to problem solving :

Gestalt :

All or none !

Mental representation

Molar

Strategic attack on wholistic basis

"Insight learning"

wholistic approach

applied a strategy.

Good for solving a new novelistic challenge.

Behaviouristic :

Everyone ! (Incremental)

- Habit strength
- Molecular

Part by part approach.

Each time he tried - Practice

threshold reached

⇓

solution attained.

Good for conventional problems.

Eg : Kohlers Sultan

There can be two approaches

1. Forward → Reach the goal.
2. Backward.

Means & Analysis :

Means would be the operators available to the problem solver

End : goal state final

Analysis : I do each time I operate on opportunities.

Newell Shaw & Simon,

"General problem solver"

Present state
Goal state
operators
application of operators ↓ Forward search approach
Goal state.

Hill climbing :

means & analysis method.

Analogical Transfer

knowledge from previous problem solving to current problem solving in other words.

Base analogue → Target analogue

successful mapping.

Is guided by "surface similarities" to the process.

Steps to improve Problem solving :

flexible thinking will call for relativistic understanding of things.
Arousal management. (moderate high/low X)
For any successful problem solving one need to have all the required info required.
self motivation
ability to work forward & Backwards
Experts & novices differ in the way they approach (Green horn) problem solving & their differences relate to problem representations and strategies required.

Experts construct a schema network & more not useful

in understanding the problem as it contains more info and problem relevant info.

Experts generally reason forward towards the goal and in otherwords they deploy forward working strategy.

Novices on the other hand generate hypothesis based on probable solution and then determine which solution fits best with the data provided, this backward working strategy may at time result in inaccurate solutions.

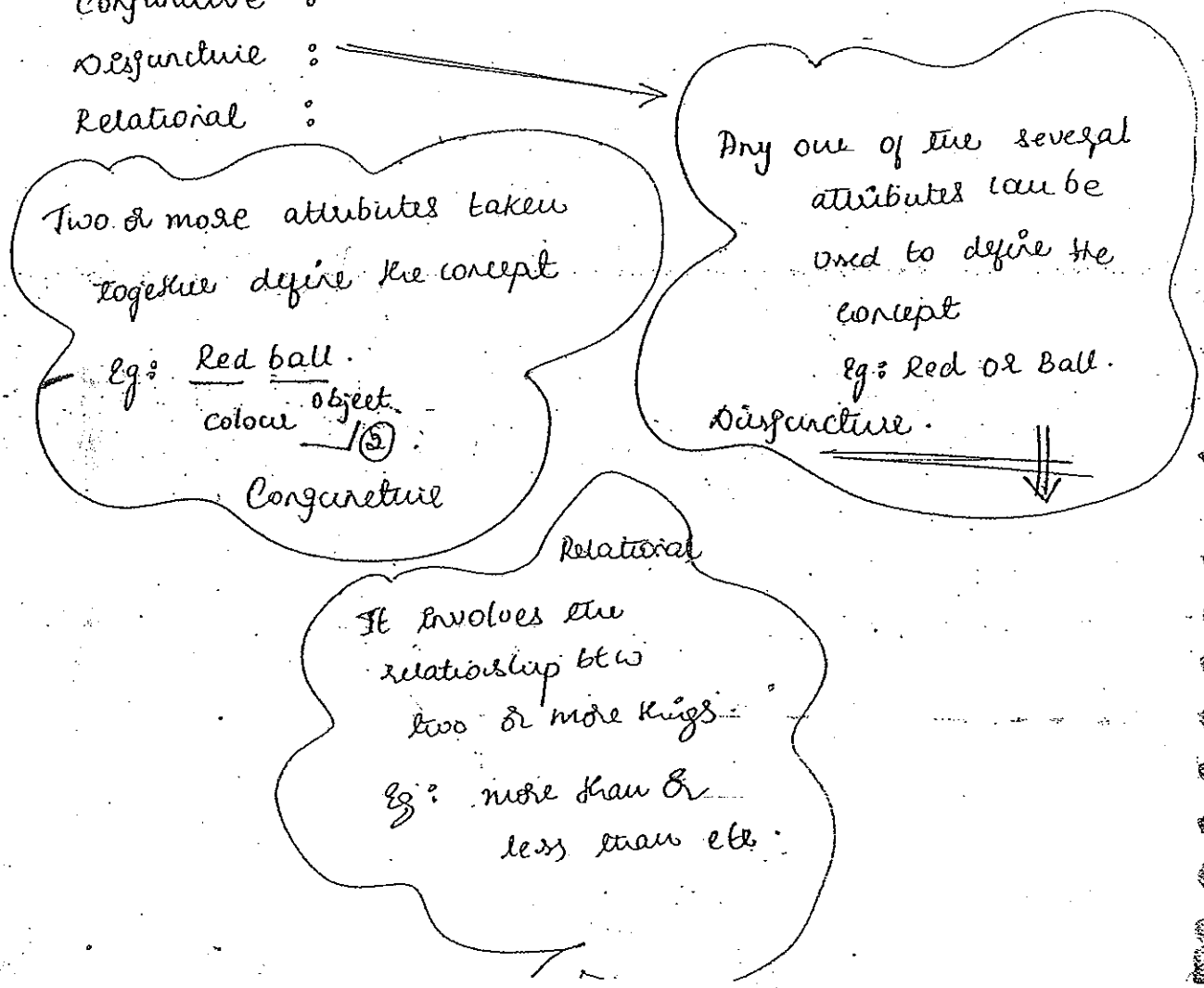
CONCEPT FORMATION AND ATTAINMENT.

Concept is a symbolic construction that represents common or general feature or features of objects or events.

Conjunctive :

Disjunctive :

Relational :


Any one of the several attributes can be used to define the concept
Eg: Red or Ball.
Disjunctive.
Two or more attributes taken together define the concept
Eg: Red ball.
colour object
(2)
Conjunctive
Relational
It involves the relationship btw two or more things
Eg: more than & less than etc.

Factors Influencing concept formation :

I. Transfer : +ve transfer of training
-ve transfer of training
NO transfer of training.

Eg :
In a classroom → teacher
teaches → known to unknown } assimilation easier
1st → later

moderate overlap ⟹ concept formation difficult.

relate — interrelate — associate — progress further

II. Availability of info.
Only selective info. ⟹ concept formation difficult.

III. Active manipulation of objects
when children are allowed to handle the object → concept formation is faster.
than allowed just to observe it.

IV. when child is allowed to handle it herself,
enthusiasm of child ↑

IV. distinctiveness :—
"Von Restorff Effect" (highlighting, 'A')
Eg : logo / trademark of companies. ⟹ facilitates concept formation

V. Instructional set
gives the problem solver 'clue', direction !

Methods of CONCEPT FORMATION :

Theorists who spoke about it,

Bandura — observational learning } applied where? Education ☺
Tollman —
Rotter —

Observation ⟶ Memory ⟶ Learning.

Methods / process involved ⇒

Discriminational learning,
Definition
Context. .....

Discrimination learning :

Conditioning, as in reinforcement as a factor that enables one to fix properties of the object

behaviours required — learnt. faster. better.

Eg: 'oranges' & 'Apple'

learning of 'language.' [~~as~~ appropriate proximity]

Definition

Zebra, 'a horse with stripes on its back'

Definition.

Definitions, describing 'someone' to someone else

Context :

'Pot' called Kettle (Kettle) 'Black'

Eg : 'm black & call someone else black"

brown colly another Brown (Indian)

How is it used ?

Just don't tell the kid the meaning of the word,

use the word ..... frame sentence

Concept formation ↑

language is very versatile, new meanings keep emerging.

attainment:

Zero in on the one solution, choose & settle for a solution among a set of solutions available.

Formation:

new, solutions as many as possible.

Theories of concept formation:

S—R associationistic theory.

This theory postulates that concepts are formed through a training procedure involving discrimination learning. The idea of discrimination learning is to provide an organism a variety of well chosen, perceptually distinct stimulus items and permit the organism to respond to each. but the organism is rewarded only for those responses that are made to the desired set of stimulus items.

In other words those ~~not~~ that posses the feature/s that define the concept in question.
this method can work for both human and non-human subjects. this theory handles certain concept learning situations well particularly concepts based on distinctive perceptual features. but it has difficulty with other concepts, not based on the feature/s.
Essentially identical to S-R identity theory
& other respects, S-R theory applies when the exemplers of the category donot share perceptual features but share the functional features

Hypothesis testing theory :

Hypothesis testing theory : It is less concerned with origin of the concepts, and is more concerned with how a particular concept comes to be mobalised accurately in a solution to a particular problem. The focus of this theory is therefore more on concept identification rather than on concept learning. the general idea behind this story is that learning to perform in a given situation is a matter of testing various possibilities until the correct way is discovered.

Concept learning is considered to be a discrete process of ranging from the incorrect to the correct hypothesis the behaviour of the subject therefore is guided by some hypotheses..

S-R associationistic theory Vs hypothesis testing theory

Concept learning as per hypothesis testing theory is carried out on all or none basis where as concept learning as described by S-R associationist theory involves incremental steps.

the associationistic concept learning. the entire stimulus concept is associated with the response where as in HTT, the features provided by specific exemplars are associated with the response. the major effect of shifting the process of association from the entire stimulus to the single feature is that it allows for systematic variation from trial to trial.

the single feature or a set of features that are the focus of attention.

Hypothesis Method is applicable to more higher animals more specifically to human beings.

degree of involvement of learner is greater in HTesting than through S-R A method.

STRATEGIES OF CONCEPT ATTAINMENT:

Strategy refers to a pattern of decision in the acquisition, retention and utilization of the information that serves to lead certain objectives. In other words it is that are to ensure certain form of outcomes against certain others.

Benifits of using strategy:

To ensure that the concept is attained after minimal no. of encounters with relevant instances

To ensure that the concepts will be attained with certainity regardless of the no. of instances that we must test and encounter in concept attainment

To minimize the strain on memory capacity &

To minimize the no. of wrong categorisations prior to the attainment of Concept.

Factors influencing concept attainment strategies.

The person trying to attain the concept must know the objective of his behaviour and what he has to do inorder to attain the concept.

Nature of instances encountered

How many attributes does each instance exibit and how many of them are defining and how many of them are noisy influences concept attainment.

Whether the instances encountered randomly or in systematic manner also influences concept attainment.

As we grow old
concept formation ↓
concept attainment ↑
∴ world view broaders.

Validation:

It refers to whether a person learns each time when an instance is encountered, concept attainment will be faster.

Consequence of specific categorisation.

refers to the price the person has to pay for categorising specific instance wrongly and what gains he makes from correct categorisation.

Nature of imposed restrictions:

the more freedom the individual has more readily he will attain concept.

Methods of Concept attainment :

Reception
Selection

Conservative focusing
Focus gambling
Simultaneous scanning
Successive scanning

Reception :

Learner : passive

Selection :

Learner : Active

Incorrect concept formation in interpersonal setting is due to Halo effect.

1. Conservative Focusing :

Focused on / concerned on characteristics of concern at that point rather than every character in each trial.

Focus Gambling :

Risk prone approach, focus on few characteristics

if the individuals strategy fails ⇓ resort to Conservative focusing.

y is strategy necessary?

Cognitive load ↓
I can attain the goal (Certainty)
In limited time.

solving the problem in less/few steps will bring ↑ rewards.

Concept Red 'O' conservative Focusing.

Sl. NO.	Card description	Instance	Inference
1.	2G × 2B	-ve	—
2.	2Y × 2B	-ve	—
3.	3R 0 2B Focus card	+ve	Focus card.
4.	2R 0 2 Borders	+ve	No. of circles not imp.
5.	3R 0 3B.	+ve	no. of borders not imp
6.	3G 0 2B	-ve	Colour important
7.	2R △ 2B	-ve	Shape imp.
8.	Red 0	+ve	

Simultaneous scanning :

Eg : chess. players strategies

Successive scanning :

Trying to guess the probable questions in the exam.

ROLE OF COMPUTERS IN Ψ:

ARTIFICIAL INTELLIGENCE

—Human brain has been human beings most significant evolutionary development where as computer has been human beings revolutionary creation both are information processing devices that share the properties of generality and adaptability, both human brain and computers have enabled human to achieve greater control over their environment. The difference however is, human brain is self programmed, computer is not. Computer is unable to use human language, it operates on machine language and following the principle of gigo garbage in garbage out computer Intelligence is therefore Artificial Intelligence.

The Intelligent behaviour of the computer is based on the intelligence of the programmer. There is no doubt that computers have very large memory and can obtain access to the desired info at a rapid speed much faster than human beings and can also carry out calculations at a speed much faster than human beings. but still human thinking ability is superior to any computer constructed till date becoz of its originality & innovative-ness.

Computer no doubt can demonstrate some originality but is no match to the originality demanded by human beings.

two broad categories.

studies done in this field so far,

↓ Sp. Simulation studies ↓ CAD Computer assisted assessments

Computer processes & decision making
Pattern recognition computer helping a fashion designer / doctor.
Personality characteristics
social & organisational processes

eg: Psychodrama
mockdrills,
cockpit training.

simulation studies :

"the dictionary meaning of simulation is to assume or have an appearance of"

But Lynds concerned with behaviour paraphrase this as

" To act or seem to act like"

the appearance of the behaviour is of concern here and not of the structure of the behaving entity.

Newell shaw & simon

Logic theorists
an elementary symbolic logic.

GPS → General problem solver

CA → competent amateur - game playing programme. [chess].

computer programs for (P) is difficult to be created

∵ (P) is more abstract & complex than (I).

Computer assisted assessments (CAA)

Can be defined as a process where the assessor is somehow being assisted by the computer, it doesnot necessarily imply that assessee is directly being assessed by the computer. A no. of indirect ways by which computer is useful in assessment are included in it.

'CAT' (Computerised adaptive testing)
customarise the test acc'dly to the need of the subject

term 'CAT' is d used to denote an interactive process of test taking in which the direction and admission of test items varies as a function of test takers response A major advantage of computer based test administration is the facility of item branching i.e the ability of the computer to tailor the content and the order of presentation of items on the basis of the responses to previous items.

better than the conventional method

∴ # Individual differences better defined/represented.

Fewer questions — better result.

Independence of the questions assured.

limitations:

opportunity of skipping questions.

Repeated correction not possible.

Infrastructural glitches & Bottlenecks.

Essay type questions — not there, only mcq's.

Excessive strain on eyes

Intimidating experience for those who are not computer friendly

no opportunity to review the Q before/answering them after.

cost intensive exercise.

8. # Generation of test items :

Experimental & control :

⇒ It has also allowed us to use more complex experimental designs.

On the line monitoring :

like expt & controlled group being observed.
Here we observe in computer/machines.

Test scoring & interpretation

MMPI scoring
Psycho diagnostic interviewing.

data reduction :

massive data generated in the research.
can be easily managed.

Computer assisted instruction : (CAI)

~~one~~ computer mediated communication (CMC).

Artificial Intelligence

It is an inter disciplinary branch of science in which Egists study the capacity of computers to demonstrate the performance that is produced by human beings would be regarded as Intelligent.
the term was first used by John McCarthy in 1956 to refer to the programing of computer systems to simulate human thinking & solving problems.

in making judgements & decisions.

The first scientific effort to programme computers to ~~think~~ mimic human thinking was made by Newell shaw & simon to develop the programs like GPS & competent ameteur.

Conclusion

Computers are very efficient in the narrower range of problem solving but are stupid at everything else. Machine intelligence is blind, outside its underlined set of rules expert systems cannot take into account exceptions, context and interpretations as they arise.

Human beings on the other hand are capable of considering all these factors before taking a decision. the expert system will never be able to anticipate the infinite no of probable events that can occur as a result of their actions. and therefore their actions can be dangerous in unanticipated situations. artificial intelligence no doubt will play an increasingly visible role in cognitive research and also in our lives but it is unlikely to ever replace the human touch in various areas.

JUDGEMENT AND DECISION MAKING

Judgement is the process by which we form opinions, reach conclusions and make critical evaluation of events and people on the basis of available info.

Decision making on the other hand is the process of exercising a choice among the alternatives available i.e selecting and rejecting among available options.

Judgement is involves the evaluation of the info about the world and decision making involves exercising choices. Decision making is preceded by Judgement & Judgement is guided by motives attitudes Emotional state and cognitions. We take decisions only after we have arrived at a judgement and a favourable decision is taken if the judgement happens to be "+ve".

Factors influencing Judgement :

Heuristic Employed : Over reliance on a particular heuristic can adversely affect Judgement.

Trait world belief and other cognitive biases.

Information base, larger info base ⇒ Better Judgmt!

Intelligence

cognitive style.

Individuals characteristic and consistent manner of processing, what he sees and thinks about.

Eg : converger Vs divergers.

Personality factors - Attitude, emotional stability.

It refers to the process of making a choice between various alternatives, whenever we make a choice we usually evaluate the pros and the cons of each alternative under consideration and all decision making can be classified under 3 heads,

Decisions under the condition of certainity.

Eg : Death [ultimate inorganic state of Equilibrium]

Eg: they are easiest to arrive at : we know that a particular action will lead to particular outcome

Decisions under Risk Condition :

Eg : Each decision refer to the cases in which each state of the event which is likely to occur, its probability is known.

Decisions under the conditions of uncertainity.

Eg : Marriage, IAS preparation, chess.

It refers to those cases where the probabilities of the events that concern our decisions are not known and therefore we have to supply our own probabilities to the events and then try to arrive at a decisions.

Most decisions in real life situations involve conditions of uncertainity.

Models of decision making :

Compensatory model :

According to this model, the individual decides on an alternative by making a list of positive and -ve aspects associated with each alternative and then the individual weights each alternative by calculating its +ve & -ve aspects and an alternative is chosen which has more +ve aspects than -ve aspects and that this difference is greater than for any other alternative.

Non compensatory model :

This model of D.M doesnot involve equal consideration of all attributes & all aspects of available alternatives. The individual may not consider all alternatives comprehensively. This is likely to occur when there are many alternatives to choose and there are many attributes to consider.

Compensatory model requires an individual to run through many alternatives and to consider a set of attributes fully for each alternative. Most of us neither have the time nor the commitment to make that type of analysis instead we are likely to reduce the no. of alternatives rather quickly and examine from this smaller set, this strategy which is non compensatory one is called as elimination by aspects and was by Tversky.

Elimination by aspect occurs when the alternatives are eliminated when they donot meet the minimum standard based upon ~~of~~ an attributed attribute.

The process of determining whether the alternatives meet a minimum criterion continues until one choice is left It is obvious that attributes are not equally important in this strategy, elimination by aspect can result in person selecting less than the optimal alternative.

a variation of this strategy is called as conjunctive model In this model the individual identifies the alternatives that meet the minimum set of criteria, the alternatives are considered one at a time and they are compared to a set of attributes rather than Comparing a no of alternatives based on a single attribute, this strategy which is called as satisficing search strategy has been given by simon, with this strategy is possible to select fairly good alternative if not always the best alternative.

How do you decide the real worth of a person/object we take into account
- # value attached/utility
- # Probability (outcome/consequence)
- # context
- # Framing

} Subjective in nature.

Human beings maynot always be "Rational" in decision making. we are likely to be guided by Emotions when we attach value, to an object/person & decide it's utility.

Sometimes ends up making "Poor decisions"

Gestaltian view : Explanation.

Background is what decides the value of the object
Relationship between figure & ground.
context is also imp same context can be interpreted in two different ways by 2 diff people.

Problem presentation matters.
present it in a familiar fashion = solution more likely
unfamiliar "—" — solution ↓ less likely.

Expected utility × Subjective probility. = Subjectively expected utility

Ycal value of an event for a person. × Guessed at prob-estimation

Subjective probability must be ☑ more & more close to objective probability.

this is possible only when,
Person has ↑ EQ [emotionally balanced]
has self awareness

there is a normative influence also on it, family & environment around also influences.

In the process of judging the utility, assigning the value it self can't be completely objective!
there will always be subjectivity.

D.M is influenced by,
person, society, cognitive aspects & non cognitive aspects.

Anticipatory socialisation :

Eg: Before becoming 'collected' , you start dreaming of having a 'Beg gov. Banglow' 'Lal Batti gaadi'

Eg so on.

anticipatoxytions when not met creates frustration.

Theories of DM

Expected value theory

Expected utility theory

Prospect theory.

⇓

most popular,

.....

Majority of decision making is under certainty.

so Heuristics come to picture.

means End analysis } Representiveness
Analogical transfer } Availability.

Representitiveness as a heuristic in DM, can make a person ~~not~~ take faulty decisions.

Q.

YES!, stereotypes, could be a good example.

Eg:

Madrasi! Rajputs are brave!

Bihari!

Intutation : we might be guided & misled by surface similarity ⇓

End up making faulty decisions.

& Poor judgements.

Representativeness
Availibity
current decision is influenced by events & happenings in the recent past.

} Heuristics in DM.

Good things are remembered less
Bad things remembered more '?'
Good things doesn't happen so often !!!

simulation
adjustment &
Anchoring
weighing alternatives.

REASONING

& what is reasoning → Inductive
→ Deductive

(Formal Reasoning and Informal Reasoning.)

Reasoning is inference drawing process.
→ Manipulation of symbols.
↓
Try to arrive at logical conclusions.
Information —Cognitive transformation→ specific conclusions

Thinking	Reasoning
Broad based	specific
Unconscious involvement of any type	

Similarity
Symbol manipulation
logical conclusions reached.

Reasoning Vs Informal reasoning.

logic.

Formal = deduction

Informal = induction.

tion of deduction.

⇌

influence each other

Motivation & Emotions

Theories of Emotions

2. James Lange (10)
3. Cannon Bard (10)
4. Schachter - Singer (20)
5. Lazarus — 20

Theories of Motivation

1. Drive theory 20/30
2. Lewins Field theory of theory 30
3. Need hierarchy theory - Maslow
4. Psychoanalytical theory — Freud 30.

Intrinsic & Extrinsic motivation (60).
Stress. (60)
Biological bases. (10). of emotions.
#

Emotions :

physeological
cognition
situation

physeology :

Heurotransmitters

RAS

ANS = (Autonomic nervous system)

cognition :

Eg: tve talk.

situation :

death, marriage,

Emotion can be defined as an umbrella term defering to a wide range of subjective state such as fear anger, sadness etc

It can be defined as a subjective response, Accupaied usually by a complex

by the individual. and often leads to Behaviour change. It can also be defined as a 'valence state' that involves persons interpretation of the immediate situation and is accompanied by learned & unlearned physical responses.

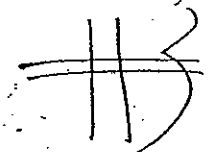
Emotions are the personal experiences that arise from complex interplay among Physeological, cognitive and situational variables.

Emotions are transitory in nature.

They share reciprocal relationship with cognition.

Motivation ⟶ Goal directed behaviour.
sustained.

Emotions provide energy.
Our sustained Goal directed behaviour is emotionally toned.
Motivational power is derived from Emotions.



Characteristics of Emotions

Emotions involve cognitive appraisal.
Emotions involve physical & physiological changes.
Emotions vary in intensity and there can occur rapid changes in intensity.
Emotions happen to be personal experience.
Emotional state is balanced
Emotions are accompanied by both internal & external changes and some emotions are reflexive, others partly reflexive.

Situational Evaluation

Emotional state typically involves evaluative relation btw person & intentional object when we are experiencing a situation as +ve / -ve it makes little sense to claim that we are emotional.

Emotions involve appraisal which refers to a process where by the personal value of an emotional object is apprehended.

Emotions have some connection with distinctive bodily states, but there are some split like cannon who are of the opinion that all excited emotions are accompanied by the same state that is an emergency response preparing the body for vigorous activity. This pattern is called as sympathetic arousal and is based on sympathetic division of ANS.

Expressions : movements and sounds made by the individual to indicate the presence of emotions these movements and sounds maynot be deliberate and intentional but still expressive enough to the extent that they communicate underlying emotions.

Motivated Actions : Emotions often contain the impulse to act in certain ways appropriate to a particular Emotion.

Functions OF Emotions :

help us to adapt to our environment
they enable us to survive in hostile environment
provide us energy to carryout actions that can help us to ~~carry~~ a reach our goal

Emotions can release through various expressive
behaviours provide satisfaction.
[a state of equilibrium]

18/03/12

Theories of Emotions.

Physiological theories.

- # James Lang theory
- # Cannon - Bard. theory.

Cognitive Theories.

- # Schacter — Scyer theory.
- # Lagarus theory.

James Lange theory :

Event. Physiological arousal ⟹ Interpretation of physiological arousal and bodily changes.
bodily changes.

⇓

Felt emotions.

People are capable of making inferences.
Inferences decide what emotions would be evolved.

Eg:
Because I run ⟶ I fear.
Emotions are the interpretation of bodily changes.

Stepwise description :

Perception of the stimulus present in our environment.
stimulus producing bodily changes.
Feedback from bodily changes leading to the experiencing of emotions.

Empirical evidences :

Facial Feedback hypothesis :

Sensation from the face would provide "cues" or signal to the brain that act as a feedback to determine emotional responses.

Keep smiling signals will be sent to the brain, a state of 'subjective Happyness' will be created.

Hohman, physeological arousal, ↓ in the patients with facial paralysis.

#[If there is a specific pattern for arousal of emotions then that could support James Lange theory]

AX experiment :
physeological responses to anger and fear.

How was anger generated ? series of unkind remarks

Fear ? when participants were told that the they will recieve unpleasant shock.

Hormone involved
epinephrine &
norepinephrine

Hormone in fear epinephrine.

Criticism :

We experience emotions before bodily changes have occured.

Cannon — Father of Homeostasis (Generalised arousal)
But actually different types of emotions are associated with diff kind of arousal [James Lange].

Theory says that emotional stimulus produces a series of bodily changes but it doesnot describe how these changes occur.

Cannon Bard Theory :

Bodily reactions and felt emotns are independent of each other.

There is no evidence for visceral patterning of Emotions.

Artificial production of visceral changes doesnot produce emotions.

Visceral organs have little sensitivity and any sensory feedback from them can hardly be used to differentiate emotions.

If visceral surgically seperated from the nervous system. the emotional behaviour still occurs eventhough no visceral response can be made.

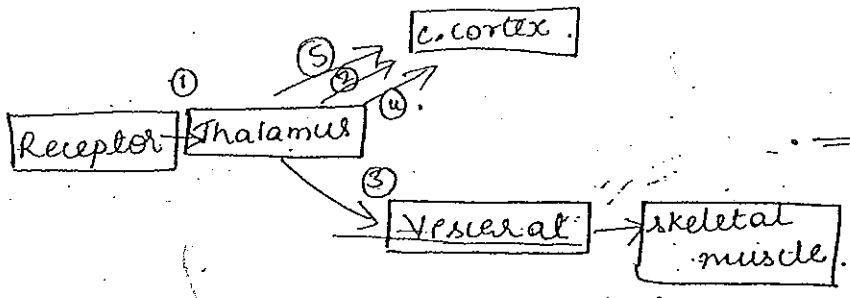
Visceral system reacts slowly ~~to~~ ke emotions occur to make atleast one second after external stimulation but what we find is that emotions occur faster than this.

Emotion producing stimulation is perceived → Lower brain areas like thalamus get activated

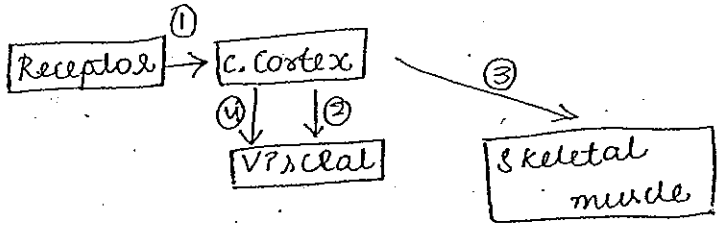
↓

Impulse sent to External body organs produce changes External muscles to produce bodily experience of emotions.

Impulse sent. Pattern of ~~the~~ discharge is perceived as felt emotions.



Neurophysiological basis of E lies in subcortical (thalamus)



Neurophysiological basis of emotion is not cortex

Criticism

There is enough evidence to suggest that the experienced intensity of emotional state depends in part on the level of physiological arousal.

Theory tells us nothing about how we decide that the known given situation is emotional

SCHACHTER — SINGER THEORY

also known as # Two-factor theory.
Cognitive labelling theory.
Schachter - Singer theory.

Its called two factor theory because, it is based on two factors # General physiological arousal
Cognitive label.

According to S.S., theory Emotional state are characterised by general arousal of sympathetic nervous system that varies from state to state

and interprete and clarify these states from the situations we believe to have caused them for haphazardly.

Psy. whose works have contributed in the development of a Gestalt theory.

1. James Lange : The view that emotional experience is the result of inference drawing process.

2. Cannon : arousal is general and external cues determine the type of emotion experienced.

3. Daryl Bem : who insisted that we infer our attitudes by observing our own actions.

OR Attitudes

Q. — Our emotions are the results of external cues' rather than introspective knowledge. Explain?

introspective knowledge includes

Cognitive info / awareness of the (1).

the attitudes, Judgments, experiences we carry also influence our current emotions / attitudes.

Then there is influence of 'Unconscious' as well.

Our current emotions depend on

Interpretation of arousal [James Lange]

Unconscious (Freud).

interpretation of arousal with respect to situation [S & S]

Interpretation of arousal + appraisal

[Lazarus]

Festinger gave social comparision theory.

People need to evaluate reality and appropriateness of their beliefs and behaviour and therefore they compare themselves with others.

Regardless of the type of emotion arousal will be same & generalised
Generalind arousal

Cognitive label :
Individuals inference regarding the source of arousal evaluation of external cues is Imp.

Empirical support :

Vitamin on vision (deception)

Group I — epinephrine injected + informed group.
Group II — Epinephrine injected + misinformed group.
Group III — Epinephrine injected + uninformed group
Group IV — placebo....

Application of the theory :

Research on mis attribution of arousal has demonstrated that the focus of bogus of sources of arousal can be used to alter the individuals emotional experience.

Eg : Insomniac.

Zillmann has come up with excitation transfer theory which specifies how arousal caused by an initial event can can be misattributed to the second event there by can intensify the emotional reaction to 2nd event.

-VE :

Although the theory explains what happens when one PA occurs it offers more explanation for the onset of ~~concept~~ of arousal for is naturally occuring emotional experience must distance emotional ~~Emotional~~ label is probably available prior to experience of arousal

All emotions don't involve same pattern of PA physiological arousal

theory has been criticized ∵ placebo seems to express emotions in the presence of confederates ev Eventhough they are not P. aroused,

this evidence however seems to suggest that this occured because the placebo group subjects genrated their own arousals, probably as a result of extreme - behaviour of the confederates.

Findings were arrived at under artificial conditions in everyday life it is difficult to experience high level of arousal which is hard to interprete, no

More recently there have been few failures to replicate the original findings.

, With the researchers, subjects experience

studies suggest that high arousal leads to intense felt emotions.

Reisenzein found that emotional intensity tends to be weaker & in strong physcological arousal.

Cognitive Appraisal Theory

Schachter approach enlightened the researchers by suggesting the role of cognitive factors, but his theory represents an inadequate account of emotions.

Lazarus has tried to improve upon it by insisting that cognitive operation is the underlying feature of all emotional states.

Lazarus has not overlooked the importance of biological and cultural factors but his emphasis is on cognitive factors.

Lazarus cog. approach.

According to Lazarus, we evaluate each situation according to personal relevance, and significance, it is through the mechanism of appraisal that the meaning of person - environment ~~and~~ relationship is constructed.

Lazarus has discussed 3 types of cognitive appraisal as significant in the generation of emotions.

Primary
Secondary
Reappraisal.

In primary appraisal we try to find out whether the situation is relevant or not; & it is relevant whether it is painful, harmless or beneficial.

In secondary appraisal account is taken of the resources available to cope up with the situation.

It refers to monitoring of coping strategies and sometimes even the stimulus situation itself with the aim of modifying primary and secondary appraisal.

Eg: Speisman etal took four groups of 'American subjects' — made them watch a documentary which showed. Australian tribal group subjects undergoing 'painful genital operation' [circumcision ceremony]

Comentry backup highlighted

① Group I ⟶ Trauma track [unpleasant aspect]

② Group II ⟶ denial talk [rejoice aspect]

③ Group III ⟶ Intellectual talk [Anthropological aspect]

② Group IV ⟶ silent trait [No commentry backup]

appraisal factor is a mechanism in E. arousal

Criticism :

The findings have been arrived at the artificial lab setting and therefore external validity can always be questioned.

Lazarus is of the opinion that cognition is the logical necessary precursor of emotion because emotions always include some recognition of the personal significance of the situation.

Zajonc however showed that emotions can occur even in the absence of prior cognitive processing.

Not all thought assume that emotions depend upon the ocurrance of prior cognitive, interpretative procen like appraisal

Eg : Psychoanalytical thinkers like Freud, assume that it is our feeling that determine our thought.

MOTIVATION.

Derived from a latin word "Movere".

Energizes of behaviour,

It is a combination of process which initiate, direct and sustain the behaviour towards the goal.
The aroused state that occurs during the motivation is the result of interaction between,

motives of the individual
factors in the environment that operate on the individual.

Wherever we study motivation, we are primarily concerned with,

what energises the behaviour
what directs and channelizes the behaviour
how is this behaviour maintained/sustained.

Motivation involves both 'push and pull' forces that drives the organism towards the persistent goal directed behaviour.
The mechanism of motivation begins with the need and ends up with need satisfaction.

Motives can be inferred only through the behaviour and cannot be directly measured
Single motive can give rise to many behaviours

Eg: writing a book, professional/personal excellence.

a single behaviour may express many motives

writing a book ⟹ fortune & fame
money, satisfaction.

cultural and personal variations may significantly moderate the mode of expression of certain motives.

motives are dynamic in nature, any individual at any point in time can be influenced by one or more than one motives and these motives may also be at cross purpose. future there is always a possibility that motives may undergo a change over time because our needs and desires change with time # considerable individual differences occur with respect to preference of certain motives over certain others and the intensity with which they perceive these motives.

the intensity of the motive generally gets considerably reduced on gratification and when this happens, other motives come to the forefront.

disruption in the behaviour functioning occurs when an individuals goal directed behaviour gets blocked.

motivation is characterized by energy concentration.
Energy concentration is likely to make the organism restless forcing it into vigorous activity.

drives and motives vary in their strength not only between individuals but also within the same individual

There can be no motivation in the absence of the goal. The higher is the motivation greater is the commitment one shows towards the accomplishment of the goal

motives initiate to produce behaviour & motives help predict behaviour.

Types of Motives

1. Biological motives / Primary
2. Social motives / Secondary.
3. Psychological motives. / General motives.

Biological motives have physiological basis
are recurrent in nature
relatively easy to satisfy
Essential for the survival of the individual & species.

Eg: Hunger & thirst.

Social motives
they have no physiological basis
are enduring and long lasting
are learned i.e. the product of socialization

Eg: need for achievement, power

Ical motives
- Unlearned but they don't have physiological basis

They are complex.

not much is known about them.

they have a powerful impact on their behaviour

Eg: curiosity motivation.

human behaviour is driven more by social motivation & not biological motivation.

Yet motivation is not a major determinant of human behaviour.

Field theory / Vector theory:

Lewin.

Father of dynamic ψ.

He says behaviour is function of ξ

$B = f(P)$ (person)

$B = f(E)$ (Environment)

$B = f(P+E)$ (person & environment)

$B = f(\alpha s)$. Lifespace

According to Lewin human beings are in active interaction with their environment. Dynamic ψ of Lewin focuses more on genotype rather than on phenotype [statistical approach, Factor analysis to have a general/common model available]

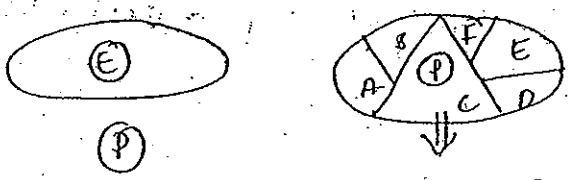
Phenotypical
⇓ statistical approach say factor analysis
Inorder to reach a common model.
eg: Lewin,

Lewins description of field is Ycal rather than physical. He considers "needs" which are the underlied forces as 'determiners of behaviour.

Lewin has described 'Field' as the totality of co-existing facts which are considered to be mutually interdependent. A fact is anything that is seen or infered.

and an event is said to occur to when there is an interaction of facts, behaviour is the person and environment, which together constitues life space and lifespace includes all the contemporaneous factors, Internal or external, that can influence the behaviour, It consists of totality of facts capable of determining the behaviour.

(P) Person, (E) Environment, LS - Lifespace,



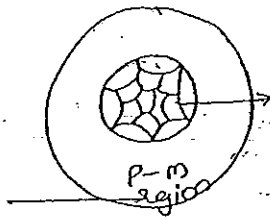
Foreign Hull of life space.

heterogenous (E)

From one region to another through 'mental locomotion.

⇓ permeable in nature

regions can appear, reappear, disappear



Interpersonal reg.
Inter personal region.

Perceptual Motor region.

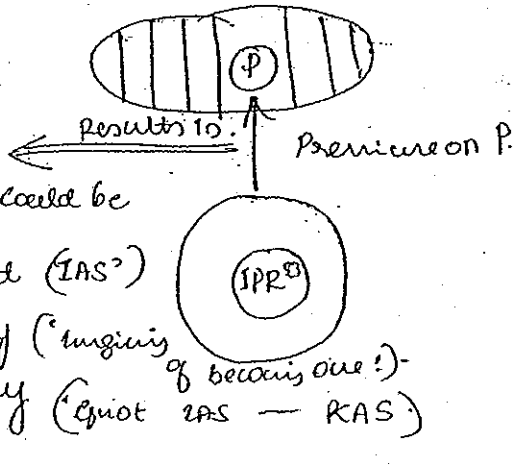
Nearness — Remoteness dimension
Firmness — weakness
fluidity — Rigidity.

Process of Motivation :

vector
Valence
Tension
Need
Locomotion

Locomotion could be

Appropriate (IAS')
Imaginary ('imginig of becoming one')
Subsidiary (Quot IAS — RAS)
Block



Vector ⟹ tension + direction ⟹ Leads to logical goal realisat?
arousal. directed

Valence ⟹ Probability of - - - -

Lewin believes that human beings are complex energy systems, the kind of energy needed to perform the kind of psychological work is called as Psychical energy. Psychical Energy is released when the Psychic system attempts to reach equilibrium after it has been thrown into a state of disequilibrium.

Disequilebrium is produced by the increase of tension in one part of the system in comparision to the rest of the system either as a result of external

stimulation or as a result of internal change.
When tension throughout the system is equalised the output of energy is halted and the system comes to rest.

Tension :

It is the state of the person more specifically speaking IPR (Interpersonal region). Tension in a particular system tends to equalize with the amount of tension in the surrounding system. the goal means by which tension is equalised is called as the process.
Increase in tension in inner personal region is caused by the arousal of need.

Need

It may be physiological condition such as hunger or a desire for something such as a job or an intention to do something such as completing a the task need is a motivational concept and is equallent to such terms as 'wish', 'urg', & 'drive'
Lewin has distinguished between 'needs' & 'quasi-needs'

A need is due to some inner state such as hunger where as quasi need is equallent to specific intention such as eating food in a partucular restaurant.

Valence :

It is a conceptual property of a region in the goal environment, It is the value of the region for the person.

there are two kinds # +ve
-ve

A region of +ve value is one that contains a goal object that will reduce the tension when the person enters the region and neceversa. A valence is co-related with ~~the~~ need, needs impart value to the environment and organises environment into a network of inviting and repelling regions valence is a variable entity that steers the person through its real environment and because it is not a force it doesnot provide energy for locomotion.

FORCE / VECTOR

is responsible for locomotion of the individual and has the conceptual properties of direction, strength and point of application. Locomotion occurs when a force of sufficient strength acts upon the individual.
Where as vector exists in the real environment, tension is the property of interpersonal region.
Vector depends upon need strength, properties of goal objects and relative distance from the goal.

LOCOMOTION

When the force acts upon the individual, & it results in the movement of the individual ~~afterwards~~ and it result towards the desired goal object and its eventual accomplishment, is called as appropriate locomotion.

Force might also result in subsidiary locomotion wherein the individual might end up in acheiving the object that is more or less like the goal object.

subsidary locomotion no doubt brings stability in the individual but not of the same level as one can achieve through appropriate locomotion
when the above 2 locomotions not possible, will may own Imaginary locomotion, equilibrium reached through such locomotion raises the overall energy level in the system and if done repetatively may result in disorganised behaviour.

Empirical Evidence :

1. Zeigarnic Effect :
2. Dembo et al.

4-5 years → Toys —— Incomplete
↓ attractive toys
↓
Shifted back to less attractive toys.
Yet they could see Attractive toys is a mesh
& children started displaying distructive behaviour of various degrees

since Lewin is not Psychodynamic the Question of Unconscious doesnot arise.

Criticism
-ve Empirical theory that
that takes into acount real life situations and how changes in these situation bring about changes in behaviour
Theory has produced big heuristic impact
Lewin's work has inspired research on group dynamics
It has successfully accounted for the process of motivation.

-Ve

Lewin has not discussed the growth and type of human motives

He has described the process of motivation but not from long term perspective.

He has been accused of misusing the scientific concepts.

[DRIVE THEORY :

Discuss arousal theory of motivation

Push theory of motivation.] X

Q. Motivation is not only about being pushed by inner urges but it is also equally about being pulled by environmental forces?

Push theory = Hull.

A # Arousal has been made the corner stone of theories by many motivational theorists. [Hull & others]

optimum arousal is possible Required for goal attainment.

Champions = Behaviourists.

Freud relates more to instinctual theorists of motivation than arousal theory [Push & Pull]

theorists like Victor Vroom, Tollman, Bandura to some extent speak of Expectation theorists. [cognitivists basically]

So they come under ↗

Dissonance theory of motivation ⇒ Festinger.

@ If asked to discuss motivation from the stand point of values

Rogers' theory comes to picture.

Self preservation — basic construct = Behaviourists.
Push theory = Hull.

Motivation is not only about Push but also about Pull.

Environment is Expect an overwhelming aspect/concept
but it has to be centered around the organism.

Radical behaviourist — Push theorists.
∵ as they explain organismic survival, as an deficiency
which the organism that sets him/her to action.
again this limits motivation only to physiological arousal
they give more importance to primary motivation
and they cant explain behaviour driven by
secondary motivation as such.
⇓
Expect secondary motivations importance is well but explained
by Expectancy theorists.

Push theorists basically became

deficiency in the organism —Push towards→ goal fulfilment

—— deficiency over ——
still organism acts in the same way, however
⇓ [Pull]
behaviourists cant explain it.

Eg: Hungry —Push→ eat

hunger need not
still I need/search for something extra

when the goal directed behaviour is not directed by the deficiency exerts the organism.

⟹ 'Pull'

i.e the mediation of environmental forces has again created as 'disequilibrium state' and sets him/her into action again.

However 'Pull force' is abstract, it a generic term used to refer to any force, that in the environment that sets the individual in goal directed behaviour.

Considering the same explanation,

Behaviourists would be —— 'Push' theorists.

Motivation could be.

It could be 3 ways.

'm hungry 'm eating —— Behaviour (Radical behav)

'm not hungry but environment is forcing me — (Behaviourism

'm hungry 'm not eating (my wish) —(Free will (humanists))

Sometimes,

It is not the case of Either 'OR'

it is sometimes the interaction of Pull & Push

Eg: case of Lewin.

'OR'

neither pull, nor push, no free will

Its instinctual:

For the organism to be pushed — no thinking or 'O' needed.

where as for Pull — 'O' thinking/cognition is needed.

Human behaviour can be guided by,

Physeological motives [Behaviourism]
Psychological motives, [cog + humanism]
Social motives.

Psychological arousal

DRIVE THEORY

Drive can be defined as aroused condition of the organism that impels (pushes) the organism towards the goal. The most fundamental & concept of drive theories is homeostasis that is the self regulating tendency of the organism.

Hulls theory is based upon the evolutionary problem of organismic survival and bodily needs is what he considered as the basis of motivation.

In other words motivation occurs because of the deficiency in the body of the substances which are necessary for individuals' survival OR because of the presence of the body of the substances which are dangerous to the survival of the organism, the drive results from physical disequilibrium and all behaviours are directed towards restoration of this equilibrium

Hulls theory is a mechanistic theory as he has denied the role of mental process in motivation The idea of purposive behaviour was accounted for entirely by bodily reactions with no mention

of mental capacities and processes such as anticipation and foresight.

Behaviour is determined by stimulus and response and reinforcement is necessary to cement stimulus-response bond. drive according to Hull is non-specific energizer of behaviour.

deficiency in the body → Need → drive (S) → behaviour directed at drive reduction (Response)

↓ can lead to

Strengthening of S–R bond ← Satisfaction ← brings Reduction of drive (Reinforcement)

Behaviour = drive (arousal) × Habit (provides direction to arousal)

Empirical support :

1. Perin Williams Expt

First step :

Rats kept hungry for 23 hrs. ⇒ arousal state [same to all the rats]

given different reinforcement for pressing of the lever.

→ Habit strength different.

second step :

Rats divided into two groups. Group I, Group II

kept hungry for

23 hrs — Group I

3 hours — Group II

Extinction schedule — Unlearn what is learnt earlier.

given reinforcement, 22 hrs X 90

3 X 90

3 X 5 (learnt habit strength)

who will have the maximum resistance for extinction ?

22 X 90 [hope ↑, past experience +ve ↑ success history ↑]

∵ 22 hrs of hungry — arousal drive ↑

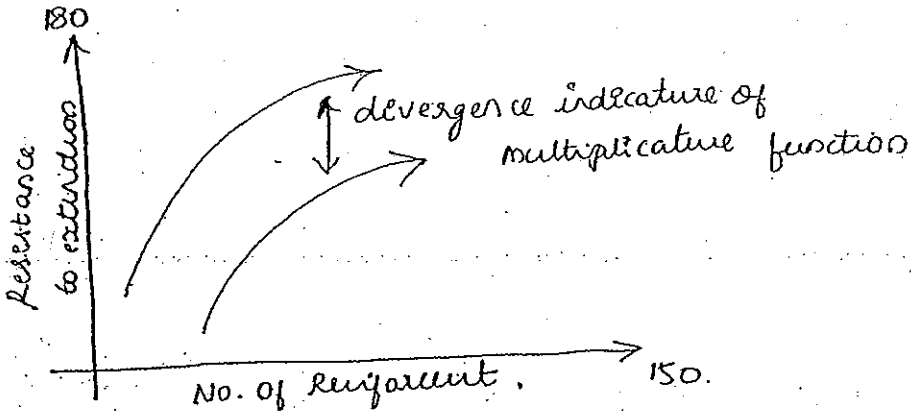
reinforcement ↑ habit strength ↑

Hull was actually criticised for ignoring the importance of (Incentives) mentalistic concepts.

He then changed his equation,

H X A X (Incentive) K.

Emphasizing on the fact that, every reinforcement, holds diffent values to different individuals.



Criticism

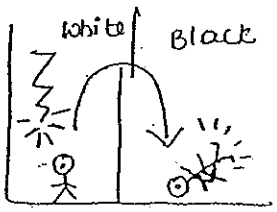
Escape learning

Reward expectancy of Tollmans

Contrast effect by Estespy / Crespy effect.

⇒ Hall spoke about 'self preservation' as the corner stone of his theory.

Escape learning:



White chamber associated with 'White'

US ⟶ runs to other chamber

so the behaviour gets strengthened.

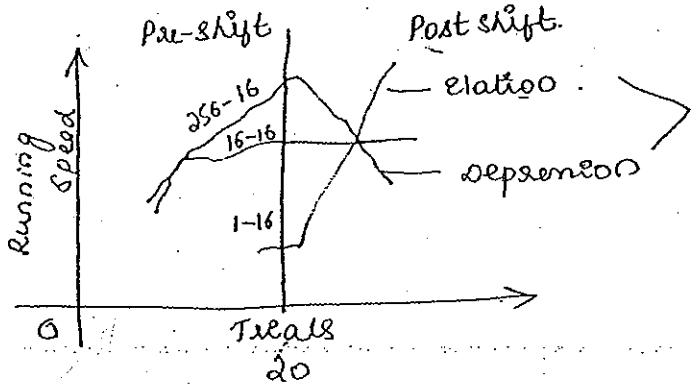
Rat doesn't wait for US

or CS (White wall) ⟶ runs to ⟶ other adjacent room

rat was observed, doing squealing sounds, urination, etc.

(role of expectancy)

Reward expectancy:



Speed of running in a long runway as a function of reinforcement, for first 19 trials different groups are given 1, 16 & 256 reinforcements respectively and from trial 20 onwards all were given 16 reinforcement.

The main contribution of drive theory has been systematic and precise explanation of motivated behaviours from entirely mechanistic positions. Drive theorists provide examples for scientific and experimental study of motivation

They carefully identify the determinants of behaviour and have created a mathematical model

and have deduced predictions from his model.

These theory no longer enjoy a prominent position in Ψ primarily because of their neglect of cognitive process and their assumption of human beings as robos but we must admit that these theory has and will continue to play an important role of furthering our understanding of motivated behaviour.

Hull vs Freud

similarities

Both have considered human beings as energy system and have accepted tension reduction as the basic goal with the organism striving to maintain internal equilibrium

Both have accepted the concept of hedonism as they believe that the satisfaction of needs results in happiness and gives pleasure

Both are deterministic as they believe that factors responsible for behaviour are largly not in our control.

difference ?

Hull used carefully controlled lab expt for his data collection where as Freud relied on case study method to build his theory of motivation.

Freud collected his data from the study of abnormal patients where as hull depended primarily on the study of animals

Hull considers human beings as machines and denies the role of mental processes as playing a role in motivated behaviour

Freud on the other hand accepts the concept of mind [unconscious mind] and has based [illegible] deterministic

STRESS

adjustive demand [physical, emotional, cognitive]

Perceived by I as exceeding his coping resources.

↓ results in.

Gradual loosening of integrated functioning

⇓ Eventually.

..... disintegration

Lazarus & Folkman

"A particular relationship b/t person & the environment that is appraised by the person as taxing or exceeding her/his resources and thus endangering his/her wellbeing."

OR

"An internal condition which is caused by the physical demands on the body (disease) & or environmental and social situations that are perceived & evaluated by the individual as potentially harmful and exceeding ones resources for coping"

Newman,

Job stress,

Condition existing from interaction of people and their jobs and is characterised by changes within people that forces them to deviate from normal and optimal functioning

Characteristics of stress

Stress is inevitable, prolonged stress leaves an indelible scar.

stress is not simply anxiety; this is because while anxiety has got emotional and psychological component stress has physiological component as well.

Stress patterns are unique & changing

Stressers don't operate independently they combine together to produce an impact

Stress is not simply nervous tension where as nervous tension is explicit stress can also be latent.

Stress is not always damaging or bad. Eu-stress is also sought where as dis-stress needs to be avoided.

(#) TYPES OF STRESSERS :

Real behavioural and environmental causes of stress are called as stressers.

A stress is a stimulus or an event or a mental construction of an event that triggers internal tension.

'Cataclysmic' (CATACLYSMIC) (Lazarus & Cohen)

Have an impact over large no. of people and occur suddenly

Eg: Earthquake,

these stressors produce intense stress at the moment but they don't produce potent lingering stress.

Personal stressors

they are inevitable and include major life events such as death of spouse, marriage, retirement, bereavement. produce immediate major reaction. but fades off with the passage of time.

Background stressers:

Everyday Hassels of Hastles of life like household hastles, financial hastles.

they produce persistent stress.

Type

Frustration: occurs when individuals goal directed behaviour is cost forces of frustration can be inside & outside the (I).

Conflict: Occurs when an individual has to make a choice & the choice of one implies frustration w.r.t others

eg: approach approach (+ +)
avoidance avoidance (- -)
(approach avoidance (+ -))
Multiple approach avoidance.

Pressure: Pressure to perform the task may also be the source of stress, it may lead the individual to intensify the effort to obtain the goal & may even lead him to accept substitute goals & search an alternate path of reaching the goal.
Excessive stress however can result in decompensation.

Theoritical

The physiological view point which is given by

Hans SELYE.

Cognitive viewpoint by Lazarus.

Begining in 1960s Hans selye researched and popularised stress making a strong case for its relationship with physical illness and bringing the importance of stress to the attention of public, Although he didn't se

do physiological responses

and tried to Correct there responses to the development of illness.

Salyes' contributions to stress research included, concept of stress and a model of how the body defends itself in stressful situations.

Salye conceptualised stress as a non-specific response.

Hans Selye - Physiological Approach to stress

'GAS' Selye gave the concept of GAS (Generalised Adaptive syndrome) to represent bodies generalised attempt to defend itself against noxious agents (undesirable)

GAS consists of,

1. Alarm.
2. Resistance
3. exhaustion.

In Alarm phase, the bodies defense against the stressor are mobalised through the activation of sympathetic nervous system

this division activates the bodily systems to maximise strength and prepares them for flight and the fight response. epinephrine is released, heartbeat and respiration rate becomes faster and blood is diverted away from internal organs. Gastro-intestinal system decreases its activity and the person is prepared for short term emergency response

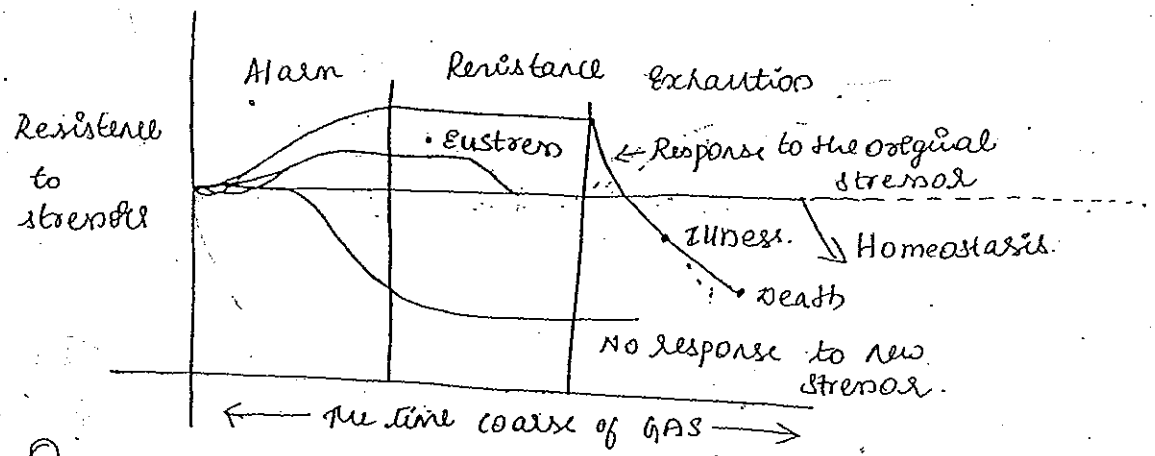
Resistence, the organism adapts to the stressor. How long this stage lasts depends upon the severity of the stressor and the adaptive capacity of the organism. during this stage the person gives outward appearance of normality.

Exhaustion, as the capacity to resist is finite, the organisms' bodily reserves get depleted and eventually the breakdown occurs. this stage is characterised by activation of parasympathetic division of ANS under normal circumstances, Parasympathetic activation keeps the bodily functioning in a balanced state., but in the exhaustion stage, its main task is to compensate for abnormally high level of sympathetic activation that preceded it. Exhaustion ultimately leads to depression and death.

Graphical representation in next page.

explanation : homeostasis is not constant

few stressor always go out of proportion



Q,

Tissue damage is a common response to all noxious stimuli?

Yes !

depending upon which system in the body of the individual is comparitively weaker that system will be damaged.

Intervention ?

When it comes to Brain, there is less of research available & in terms of intervention, medicine hardly works it is more of naturalistic healing.

Cognitive factors did not get any importance here, the focus was on biological factors. (cell view) [contrast to] (Lazarus's view)

- selye, neglected physical aspects of stress, his stimulus based view of stress prompted many researchers to investigate the various environmental conditions that lead people to experience stress. his work has also lead to the construction of stress measurement inventories

He however ignored the local factors and the role of emotions in stress. He downplayed the diff relationship between human beings and other animals and neglected the factors that are unique to human beings such as perception and interpretation of stressful experiences.

Lazarus view (Transactional view of (S)) / cognitive view)

Acc to lazarus the interpretation of stressful event is more important than the event itself. It is the individuals perception of local situation that determines his response [i.e he is bringing in the concept of appraisal here into picture].

This perception includes potential harms, threats and challenges as well as the individuals ability to cope with them. Lazarus carried out his research on human subjects and this implied that Lazarus has stressed upon the generation of stress more as a result of individuals judgement regarding the availability of coping resources rather than the stimulus properties of the event in question so acc to them it is the individuals view of the situation that causes them to experience stress. they have taken a transactional position holding stress to be the function of the relationship btw person and his environment. the critical concept in the description of Lazarus is - appraisal of local situation. Lazarus described 3 types of appraisal.

1# Primary appraisal

Primary @, not necessarily first in importance but is definitely first in time. Stimuli may be appraised as # stressful, which means that they are either painful threatening or challenging.

Benign positive, it implies that the stimulus has good implications

Irrelevant, event holds no importance for us ①

Secondary appraisal

Person enquires into options available to cope against the stressor, he makes a judgement about his coping resources and his coping capabilities.

Reappraisal,

involves the individual re-visiting the real situation, reappraisal can turn previously stressful appraisal into a Benign tve one and vice versa.

Evaluation of Lazarus work :

By introducing the concept of appraisal and promoting the transactional approach to stress lazarus and his colleagues have been able to provide us with the understanding of stress that unfortunately was ignored by skye.

The work by lazarus & colleges has inversely facilitated the research on stress measurement & management.

Reactions to stress :

Wholistic reaction :

Body reacts to stress as an integrated unit. body fight together till the end, stress power ↑ give up

Economical

minimum energy is used to encounter the stress

Automatic / planned.

Reaction could be automatic : Immunity.
Planned : Exam strategy

Reaction to stress has an emotional component in it.
eg : fear & anxiety.

Reaction to stress can be task oriented or defense oriented.

Eg { task oriented : Problem focused strategy.
defense oriented : Ego defense mechanisms.

FACTORS # influencing Adjustive demands (stress)

Nature of adjustive demand

→ duration, multiplicity & importance of the demand.
eg : IAS exam, long duration
Emotional stressors along, vs health ↓

Exp : self esteem Vs social acceptance/approval
subjective norm Vs social attitudinal component.

Strength & equality of conflicting motives.
two motives equally important
conflict ⟷ more stress.

Imminence of anticipatory stress.
run up to the marriage is more enjoyable than marriage itself.

Unfamiliarity of suddenness of adaptive demands.

Individual Factors in stress

1. Personality Factors :

Type A Vs Type B.
⇓
[more sensitive to stress]

2 Personal control :

Perceived control over the situation — stress ↓
when I exercise no control over it stress ↑

Peoples ability to control the situation is important
fulips about their
in determining the level of stress they are likely to
experience. studies have shown that if employs are
given a sense of control over their work environment
such as being given a chance to be involved in
decision making process it not only increases the chances
of job satisfaction but also reduces the job stress.
[Hawthrone expt]

3. Self Efficacy

High self efficacy ↑ stress ↓ confidence ↑
" ↓ stress ↑

4. Cognitive Evaluation :

Individuals perception of the situation.
Appraisal first [Butler Ross.

Kobasa Maddi Khoshaba
first

Psychological hardiness :

Kobasa et al studied executives who are placed under stressful situations and found that hardy executives encountered
distressed lower incidents of stress involved illness
in comparision to non-hardy executives.
Kobas found hardy executives had 3 characteristics that
differentiated them from non-hardy executives

committed, they were very much involved
in what they were doing and percieved their activities
as worth doing.

welcoming challenge, they believed that
change rather than stability was normal and every
change provided an opportunity to grow.

feeling / Perception of control, they were
of the opinion that they were in capacity to influence
the events around them.

GROUP FACTORS

I. Intergroup conflict :

Greater is the group cohesiveness, the less is
the stress experienced by the group members.

II. Social support

Social support generally speaking enables the
individual to counteract stress- [support should be realistic]

III.

Organisational Factors :

I. Working conditions.

- # Poor lighting
- # Unsafe & dangerous conditions
- # Toxic chemicals & radiation
- # Noise, heat, cold, humidity etc
- # Crowded working area
- # Polluted air and strong odour

II. Organisational Processes

- # centralised decision making
- # Little performance feedback
- # Lack of participation in D.M
- # Role conflict & ambiguity
- # Tight controls
- # Only downward communication
- # Punishing appraisal systems.

III. Organisational structure & design

- # Centralisation & formalisation
- # Limited opp for promotion
- # Excessive specialisation
- # Restrictive & Intruding cultures.

IV. Administrative strategies & policies

- # Downsizing.
- # Rotating workships
- # Beurocratic rules
- # Advanced technology
- # Competitive pressures

Cultural Factors :

Residential and community conditions
Eg : ghettos
Race & class
Societal and techiological change.
Rituals
Economic & financial conditions.

Coping :)

Lazarus & Folkman defined coping as, an exercise of changing cognitive and behavioural effort to manage specific external and internal demands that are appraised as taxing & exceeding the resources of the person From this definition, it emerges, that,

⇒ coping is a process
⇒ It requires effort
⇒ It is a learned pattern of responding to stressful situation.
⇒ It era is directed at helping us manage the stressful situation.

there are two types of strategies that people use for coping 1. Problem focused
2. Emotion focused.

1. It is aimed at reducing the demand of the stressful situation & expending the resources to deal with it It is used when the person believes that he has the resources to meet the challenge of the stressful demand.

It involves direct confrontation with the stressor either through an overt action or through the realisation of specific problem solving activities, the focus is on how to deal with the agent that induce stress, this method involves constant appraisal and reappraisal of the situation.

It may involve,

Attack, destroying the de stressor
withdrawal, strategic retreat
Seek compromise, etc
It also aims at taking steps to prevent future stressors

Emotion focused coping,

aims at controlling the emotional response to the stressful situation. Here the individual doesnot look for the ways of changing the stressful situation instead he tries to change his feelings and thoughts about it, this strategy aims at removing the emotional impact of stress by making us feel better eventhough the harmful stressor has not changed.

this strategy may involve,

<u>resigned acceptance</u> i.e coming to terms with the problem (~~of the situation~~) and accepting it as it is. this method is suitable when basic circumstances of the stressors cannot be changed.

<u>Cognitive Redefination</u>:

people try to put up a good face in a bad situation

eg: It could have been worse.

Emotional discharge, People behave in a way that expresses their feelings and reduces their tensions when understress, this includes crying, talking it out, laughing it off, adding

somatically focused activities like drugs, drinking etc

Intrapsychic processes, these include cognitive strategies that involve some distortion or deception of reality inorder to provide emotional relief.

Eg: ego defense mechanisms.

Stress management

PFC + EFC } Judicious blending of both the two

PFC + EFC ——— temporary relief

any one of these practiced alone, is not advised

PFC is more rational in identification of problem followed by removal where as EFC, we just change the perception of the problem/event

so PFC is preferred over EFC

PFC + EFC ⟶ most effective.

There are certain other techniques developed as a result of stress research. these include no. of relaxation techniques, meditation, Biofeedback, T.M.R

+

Cognitive restructuring techniques > • Rational emotive therapy
• self instructional training.

Behavioural techniques like response shaping, token economy assertiveness training, systematic desensitization.

(Religious based) Logo therapy, interpersonal therapy,

Organisational coping

Enriching the design of the task
facility for upward communication
removing role ambiguity and role conflict
Establishing clear organisational goals.
Decentralisation
Participatory management
Planing and developing carrier paths and providing counselling

---

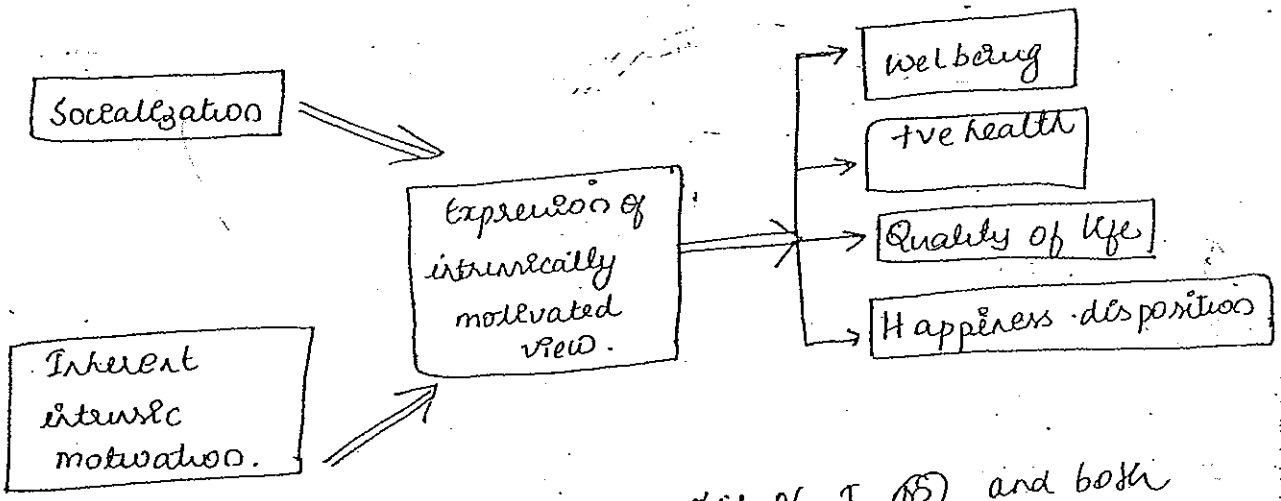
INTRINSIC & EXTRINSIC MOTIVATION

Intrinsic
no seperable outcomes.

Intrinsic (IM) occurs when a person engages in an interesting task or an activity for his/her own sake and not for any other reason. Or in other words engaging in an activity for the pleasure of the activity.
It is essential for optimal development across life span and is based on peoples inherent tendency to be proactive to feel the sense of accomplishment, to take on the challenges and to interact with the world in order to have an effect. Although (I) have natural tendency for IM, still the enhancement and maintenance of IM requires supportive environment.

Vallerand, has identified 3 types of IM,

(1). IM to know / engaging in an activity for the pleasure of learning.
(2) IM towards accomplishment, i.e engaging in an activity with an intention to try to surpass oneself.
(3). IM to experience stimulation. engaging in activities for the reason of aesthetic & sensory pleasure.



There are two characteristic of I (M) and both represent departure from behaviourism.

I(M) concept arised as a result of Frustration against Behaviourism.

Action → Reinforcing → behaviour repeated
Action → Consequence → punishing → behaviour not repeated

Do we need a consequence that is distinct from action or Action itself can be a reinforcement / rewarding.

⇓

Intrinsic motivation.

there are individual differences in (I) motivation.

Behaviourism, stated that people engage in a behaviour only when it is followed by some seperate rewarding outcome, in other words all behaviours are controlled by reinforcing consequences that are seperate from the behaviour itself, this is however not completely true as it has been shown that people donot need seperate reward for engaging in the behaviour if it involves an activity that interests them.

(T) therefore are intrinsically motivated for the task. When they find it interesting & people differ with respect to the degree to which they find the task intrinsing i.e there are individual differences in the level of IM.

Motivated behaviours are derived from basic drives such as hunger, thirst etc. this is however not always true as Psychological needs also govern behaviours and must be satisfied for the individual to experience a sense of wellbeing.

Overjustification effect.
Intrinsic (M) dies due to over excess availability of Extrinsic (M).

Self determination theory
Deci & Ryan

Cognitive Evaluation theory - IM &
Organismic Integration theory - EM.
↓
Competence
Autonomy
Relatedness.

Extrinsic motivation

A motivation	External	Introjected	Identified	Integrated	Intrinsic M

→ Self determination continuum.

max. / Complete self involvement

Eg: Journey less self involvement

Eg playing Tennis

External : I play because of the coach
Introjected : I play because I feel guilty otherwise
Identified : I practice becoz it'll improve my game.
Integrated : I play becoz I get money.
↓
[relating it to my fundamental needs & values]

Q. discuss the role of intrinsic & extrinsic motivation in sports?

needs
- competency
- Autonomy
- relatedness

⟹ Bandura spoke about the same thing ≈ self efficacy.

successful schooling
love for marks (extr)
↓
love for books (intrinsic)

Self determination theory (SDT).

has identified 3 innate needs that if satisfied allowed optimal functioning and growth

competence, which refers to being effective in dealing with the environment the person finds himself in

Relatedness: refers to the universal want to interact, to be connected and experience caring for others.

Autonomy: Universal urge to be causal agents of our own lives and act in harmony with our integrated self.

Cognitive evaluation theory which is a sub theory of SDT, specifies and elaborates these factors explaining intrinsic motivation and looks at how social and environmental factors help or hinder extrinsic motivation.

Deci & Ryan, have shown that competence gets promoted via # Optimal challenges:
- # Effectance promoting feedback
- #

Freedom from de-meaning evaluations.

Vallerand & Reid showed these effects were mediated by perceived competence [Harnman]

Deckarms found that feeling of competence are not likely to enhance when accompanied by a sense of autonomy & in attributional terms perceived locus of causality.

People must not only experience, competence or efficacy but they must also see their behaviour as self determined.

Autonomy,

gets facilitated when people get chance, to make a free choice,

When there is an opportunity for self direction in contrast imposed goals threats deadline directives and pressured evaluations, all lead to external Ploc and reduce the sense of autonomy in the individuals.

Relatedness

Relatedness (facilitates) influences individuals sense of security and the attachment relationships that we form in early childhood play an important role in fulfilling our relatedness need, If the individual receives an environment of unconditional regard it is quite likely that it will facilitate the dev of integrated self and the secure base will promote his interpersonal competence, maturity orientation and the desire for an exploration.

these three psycal needs are interdependent and interrelated and the extent to which they are fulfilled influences the level of intrinsic motivation the individual is likely to display..

Extrinsic M.

Performance of an activity to attain some seperable outcome

Deci & Ryan have developed, organismic integration theory as a sub theory to SDT, to explain the different ways in which extrinsically motivated behaviour is regulated. Organismic integration theory details diff. forms of extrinsic motivation and the context in which they come about

OIT describes 4 types of extrinsic motivation that often vary in terms of their relative autonomy.

Externally regulated behaviour, is least autonomous and is performed because of external demand or possible reward.

Introjected regulation of (B).

describes taking on regulations to behaviour but not fully accepting said regulations as our own. Deci & Ryan claim that such behaviour normally represents regulation by contingent self esteem. People feel motivated to demonstrate skill (b) in order to maintain self worth.

Regulation through identification,

It is more autonomy driven form of extrinsic (M) If it involves coming by valuing a goal

Regulation so that the said action is accepted as personally important.

Integrated regulation, it is most autonomous kind of EM occuring when regulations are fully assimilated with self so that they are included in persons self evaluations and believes on personal needs.

Integration m share qualities with intrinsic (IM) but still are classified as extrinsic because the goals that are trying to be achieved are for the reasons extrinsic to the self rather than interest enjoyment.

Introjected (6) can be integrated into self, this is likely to occur when there is a sense of relatedness, competence and autonomy.

Katham

CHOLOGY & ECONOMIC DEVELOPMENT

ent Motivation

ng people for Achievement (30).

easure Syndrome (10)

ing women E-ship. (30)

reneurship development & promotion (30)

d McClelland

"Entrepreneur is a person who engages in innovative, energetic and expansive busines activity with the aim of fulfilling his achievement & power needs"

"Entrepeneures are the individuals who engage in energetic expansive busines activity rather than short run efficiency Or the accumulation of greater wealth in liquid form"

Entrepreneurs are the (IT) who have chosen to assume risks, identify busines opportunities gather resources, gather establish organisation and take action to meet demands of opportunity.

Characteristics

oo

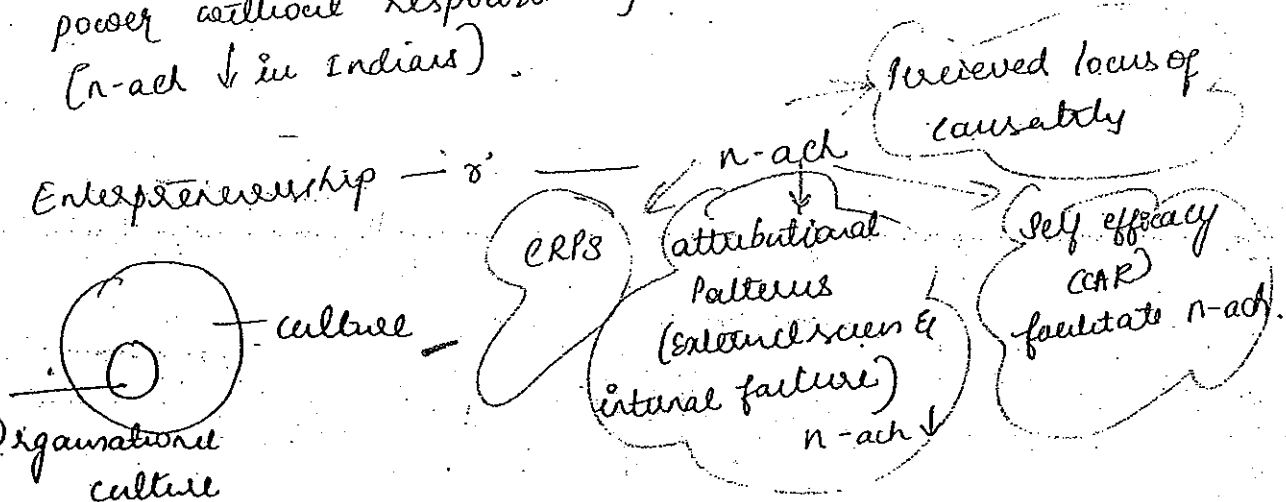
High n-ach
moderate risk taking
High self efficacy
Need to influence others (Power need)
Internal Locus of control (LOC)
Openness to feedback
Ability to learn from experience.
Hope for success and optimistic outlook
Flexible
Efficient time orientation
Innovativeness
Respect for labour. (respects labour without discrimination)
Saving for future ∵ they have long term investment with goal
They have High competative orientation but donot hesitate to collaborate wherever they feel is necessary
Personal responsibility for failure,
not easily discouraged by failures & loves challenges.
Generally low on social consciousness.
Realistic goal setting and good communication skills.

Achievement Motivation :

It is the social motive to be studied & investigated extensively and can be defined as behaviours related to the tendency to work for success against some standard of excellence.

Murray defined it as "the desire or the tendency to do things rapidly or as well as possible, to accomplish something difficult, to overcome obstacles and obtain high standards, to excel and to surpass others."

Achievement Motivation is imp for Eco. development of the nation
In India ppl are more power oriented (externalised success)
power without responsibility authoritative CRP's
(n-ach ↓ in Indians).



Why n-ach so intensely studied
∵ it is directly correlated to enterpreneurship.
it takes ways the spell of life
its diff from N-Power.
It may be a Paracea for all the rehab of criminals & children etc.

culture ↓↑ influence orga culture

" culture shocks "

Orgn doesnot have so much of resources to resocialise its labour, so they try to hire ppl who are close to democratic CRP's.

Cultural shock can be external or personal.

Later on building upon Max Webers' thesis on, "Protestant ethics & spirit of capitalism" David McClelland introduced social-psy link between protestantism and capitalism and he concluded that independence training during early childhood leads to the emergence of achievement oriented (P) which in turn produces entrepreneur character and economic growth.

Acc. to McClelland achievement is learnt but it differentiates in early childhood, achievement behaviour is an interaction b/t persons motivation to achieve and situational variables.

two motives are directly involved in the production of achievement behaviour are implicit motives and explicit motives, implicit motives are spontaneous impulses to act also known as task performance and are aroused through the incentives inherent in the task,

Explicit motives are expressed through deliberate choices and are often stimulated for extrinsic reasons.

Atkinson & Feather found that, achievement (M) is the resultant of two tendencies,

1. tendency to achieve success
2. Tendency to avoid failure.

These two tendencies are influenced by 3 variables

1. Motive to achieve success (MS)
2. Probability of succes (Ps)
3. Incentive value of succes (Is)

$T_s = M_s \times P_s \times I_s$ — Tendency to achieve succes

$T_{-f} = M_{AF} \times P_f \times T_f$ — Tendency to avoid failure

} Motive. Probability Incentive.

$RAM = T_s + T_{-f}$

Resultant Ach (m).

Motive :
Characteristic of the Person relatively stable.
Probability & Incentive are situational.

what dominates u ?
desire to achieve succes then take up the task
Tendency/desire to avoid failure then avoid the task.

$I_s = 1 - P_s$

$I_f = -P_s$

If probability of succes ↑
Incentive ↓

A person with ↑ M to succeed is likely to take up the tasks which has moderate success rate & risk. (50-50)
contrarily a person with tendency to avoid failure avoides such task.

you won't mind failing on a task which is ↑ tough / hard
But if the task is ↓ hard
Tendency to avoid failure ↑

↑ MS ⟹ entrepreneurship qualities.

Achievement motivated people, ↓ affiliation need,
-ve 'r' with EQ

Characteristics of Ach (n) People :

Personal responsibility for failure
Intermediate risk taking
seek feedback
Prefer to work in situations where they have some control
Persistance, particularly for the tasks we may percieved as growth oriend / carrier related or reflect the
Personal characteristics involved in getting ahead.
Innovativeness
More concerned with achieving success than avoiding failures.
They are less likely to avoid defensive strategies that minimise failure at the cost of growth.
They carefully calculate the expected value of outcome and select overtime those alternatives which have highest expected values.
They sharply distinguish the situations in which they have control from those which are largely determined by chance.
They give careful attention to realistic probabilities of success which are attached to various alternatives.

Empirical studies differentiate people fxp with

High n-Ach from ↓ n-Ach.

McClelland & Liberman,

Found that Ach ⓜ people perceive ach related words more quickly when presented on "tachistoscope"

They found that in real life setting people with ↑ n-ach are likely to pay more attention to the cues related with performance improvement.

Mucher & Heckhausen

Found that as compared with the subjects with low n-Ach subjects with ↑ n-ach show high level physiological arousal when concentrating on a task.

Baker & Heckhausen. Baker & Lazarus

Found that People with High n-ach when concentrating on a task show stronger GSR indicating indicating activation of Sympathetic nervous system

Development of n-Ach.

CRP's
School
Peer group
Media
Religion

CRP's ⟹
- Parents encourage independent asp. since early childhood
- They never fail to reward achievement behaviour oriented
- of twin children
- they themselves are achievement oriented.

Parents are warm but not nurturant
they encourage realistic goal setting
Are themselves excellent role models
Provide their children the feedback so that the children can evaluate and improve their performance
Realistic but +ve expectations from the children and convey it to their children
#. Exa Parents encourage not only the setting of high standards of excellence but also the sustained effort towards realising it.

Peer Group

interaction with co-equals + Identity crisis resolved.

Motivating People for Ach.

David McClelland,
52 business men from Kakinada
Small industries extention & training institute → Hyderabad
control city Rajamondry business men
group: not given training.

& Expl groups Ms, Ps, Is } were promoted.

Ms make the subjects learn achievement associative network
Practice such things as moderate goal setting.
To follow the behaviour of succesful entrepreneurs
contact model.

Prestige suggetion.
commitment to concrete goals & plans.
keeping track of progress towards the goal and using feedback to increase self confidence
Gaining confidence from experiences in the course exercises & self knowledge.
Recieving warmth & respect from trainers during confusion & failure.

realisation that an chosen occupation expects/it requires

Realisation that the chosen occupation fits in with the life goal.

Clarification of how their values relating to work fit in with their other values.

retreat setting to dramatise the importance of life change.

New reference group of trainees to give reminders and reinforcements after training.

McClelland & Winter,
carried out a follow up study and they devised a coding system where in '-' represented businesses gone down / the company has suffered significant

Losses

0' represented stagnation
+1 represented people have taken specific steps to improve the business
+2 People started new profit generating units.

they found that the average business activities score in two years after training was 1.39 for the trained business of Kakinada

1.57 for the control group of Rajamundri.

it Emplied that training had facilitated the growth of business

It was also found that,

Found that as on an average the business person from Kakinada trained under him in two years period from training has hired twice as many new employs as ordained entrepreneurs from Rajamundri.

They also found that the cost per new job created through the training inputs provided by them was 1/50th the cost of creating new jobs by the other methods adapted by govt of India.

21/03

How relevent is McClellands' Research in Indian context?

It is relevant but not as relevent as

when we think. It is.

Its finding are partially true:

Indian succes stories of Busines are dramatically

differnt from those of west.

Becoz no of other factors like familial factors also

effluence Indian Businessman apart from n-Ach.

Relatedness is what is imp.

Critical analysis of the Need for Achievement & Entrepreneurship

David Mc, In his study showed that mean need for achievement score of a country was related to the no. of entrepreneurs, It not only determines the succes in Economic growth of an ⓓ but also contributes to the rise & fall of entire civilization.

Collins etal.

concluded that n-Ach is an effective tool for differentiating between firm founders and general population and less so for differentiating btwn firm founders and managers. Further they concluded that n-Ach may be particularly effective in differentiating successive and unsuccessful group of firm founders and thus n-Ach plays an imp. role in explaining entrepreneurial activity.

n-Ach studies shared explicit assumptions that achie (M) manifested across culture and within subculture is in the form of competitive effort and individualistic striving, Consequently they labelled different cultures & groups along the same continuum i.e scale of Ach (M). Mcclelland etal had overlooked the importance of the fact that culture provides the basis for learning and manifestation of Ach (M) & ∴ will arise in different forms stimulated by diff situational cues and may be channelled towards accomplishing different types of goals. [Bhagath], 1982)

In the context of social development Pareek argued that n-Ach is not sufficient to promote it to other motives namely extension motivation & dependence (m), must also be taken into account

Development (α) = (Am X Em) − αm

Extended
to extend your ego
to society
tendency to co-operate
dependency
inability to take decision
dependency.

Mukherjee, is of the opinion that Ach. (m) of the individual doesn't by itself determine the area of excellence rather the area of excellence depends upon certain cultural values.

∴ before Ach (m) can be expressed in culturally defined success behaviour there needs to be the support of individual values which in turn are shaped by his culture.

Innovative entpl°
Joint family &
Low SES ||
n-Ach ↓

EQ in Indian context.

Influenced by familial bonds, CRPS' ~~by~~ religion,

"Group embeddedness & familialism.

Inspite of ↓ SES, quality of life Indians rate ↑ on happiness.

for the same reason.

Entrepreneurship Development & promotion

Entrepreneurship is a process by which opportunities to create future goods and services are discovered, evaluated and exploited.

= [Shane & Venkataraman]

Entrepreneurship drives innovation & technical change and therefore generates economic growth. It is a process through which supply and demand are equilibrated and new knowledge is converted in goods products and services it is crucial to the development of human & intellectual capital.

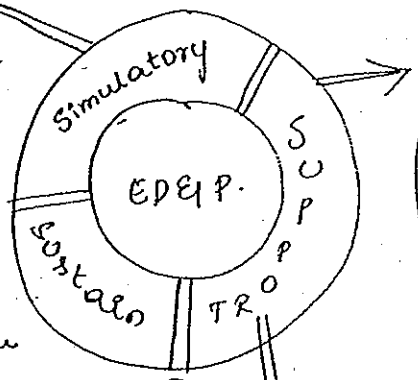
E, involves human agency, the Entrepreneurial process occurs because people act to pursue opportunities people differ in their willingness and abilities to act on opportunities. Variation among people in this willingness and ability to act has Imp effects on entrepreneurial process therefore the aim of most Entrepreneurial dev Programmes is to work on human capital and this involves not only the administration of proper training but also the selection of right kind of individuals as trainees.

Entrepreneurship promotion and development follows a cycle which consists of

1. simulatory activities.
2. Support activities &
3. Sustaining activities

Simulatory activities ensure the supply of ① ready to take the initiative and set up an enterprise using their own carriers. Support activities involve providing infrastructural facilities resource abilities and various skills to the entrepreneurs for enterprise launching and management.

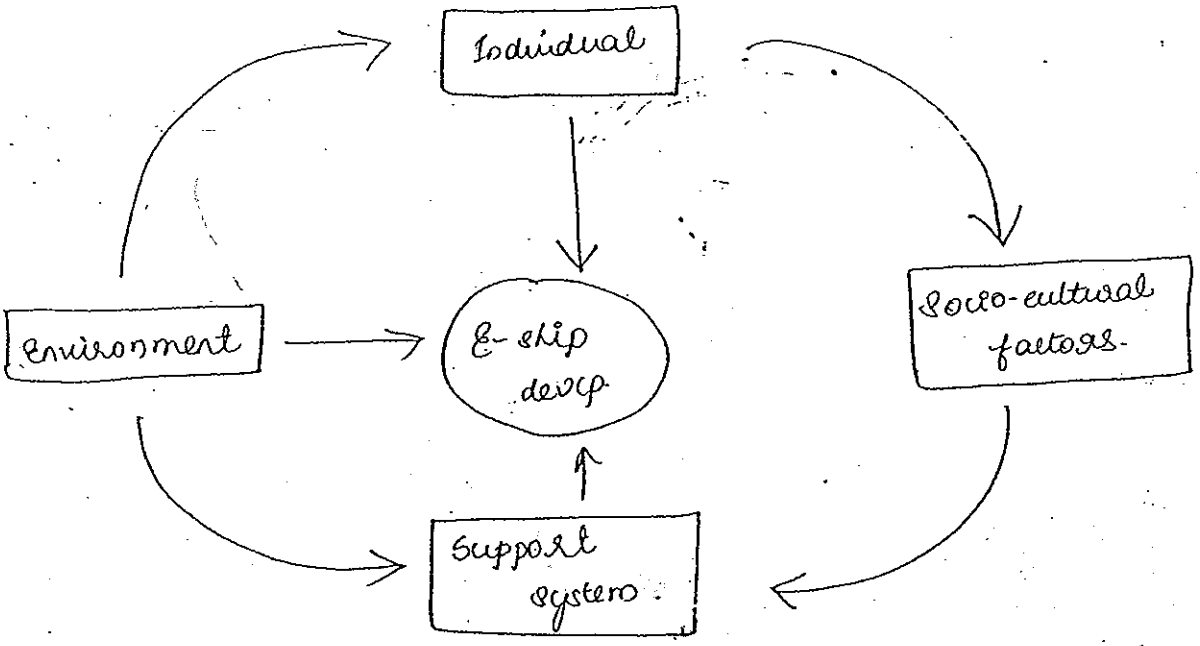
Sustaining activities refer to all those efforts which facilitate growth and continuity through expansion modernisation, diversification and technological upgradation.



education
Identification of potential ②
Motivational Training
Goal setting
Help & guidance in selection of products & in preperation of project reports
Availability of local agencies with trained personnel for ③ counselling & promotion

Help in unit registration & getting license
Help in arranging finance.
Supply of power, land & scarce raw material
Guidance for selection & obtaining mechanics
Granting of tax & other relief.

Help in mobalisation of unit
help in diversification & expansion
additional finance for full capacity utilization
Creating opportunities for marketing.



The diagram suggests that the (I) constitutes the most Imp. element in (E) development and ∴ E development programs focus primarily at the individual level interventions. Intervention at the individual level is most easy to execute and brings result in quick time. and this was demonstrated by David McClland in Kakinada expt.

The most imp training input at the individual level happens to be the achievement (M) training and here, the focus is on helping the (I)'s,

1. Reorganise their factors.
2. Internalise the n-Ach
3. Set realistic goals
4. facilitate self exploration.

Achievement (M) training programes include within them stress management training and training in simulated conditions to facilitate and hone business acumen. (skills)

while individual remains the focus of any EDP, but since (E) is influenced by other factors as well ∴ intervention is needed in the other areas of influence.

Socio cultural

level intervion is not easy because it needs community mobalisation which in turn ofcourse calls for enormous economic & human forces.

social cultural intervention calls for promotion of entrepreneurial education and the spread of awarness regarding the importance of independence training in early childhood, this can be done via mass media and relevant propoganda

Support system,

can improve only if the govt realises the imp. of (E). and has the willingness to facilitate it. the will of the govt to a large extent can be influenced when the (E) in the nation form a pressure group and compell the govt to act in the direction of improving the support system.
The same is also true when it comes to intervention at the environmental level.

while the major focus of (EDP, is on providing the individuals with (E) training but at the same time it must also include things like,

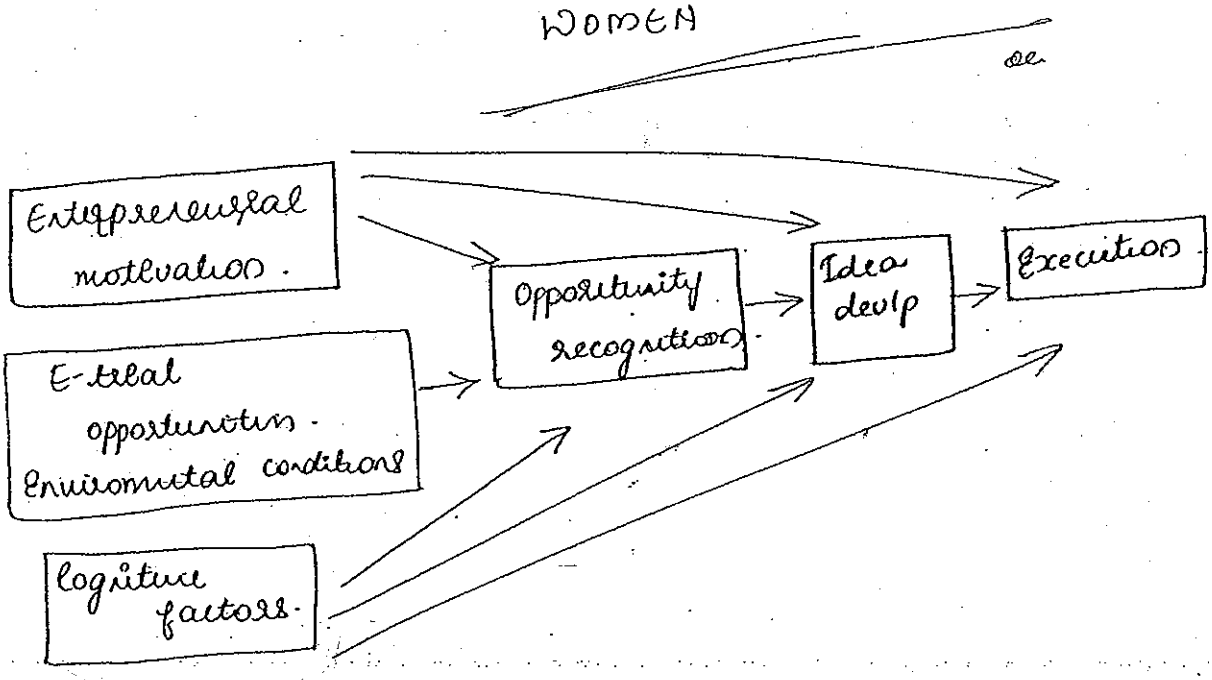
Information based programmes aimed at enlightening the (E) about the socio economic polcy of govt & its institutions.

Helping the budding (E) by providing them info and help so that they can start the enterprise

the training program should also include building up of business competencies and stimulating enterprising behaviour. these programs should also help developthe skill of project report preperation.
training for towards the objective analysis of the progress made and a provision for personal counselling.

Entrepreneurship development & promotion in

WOMEN



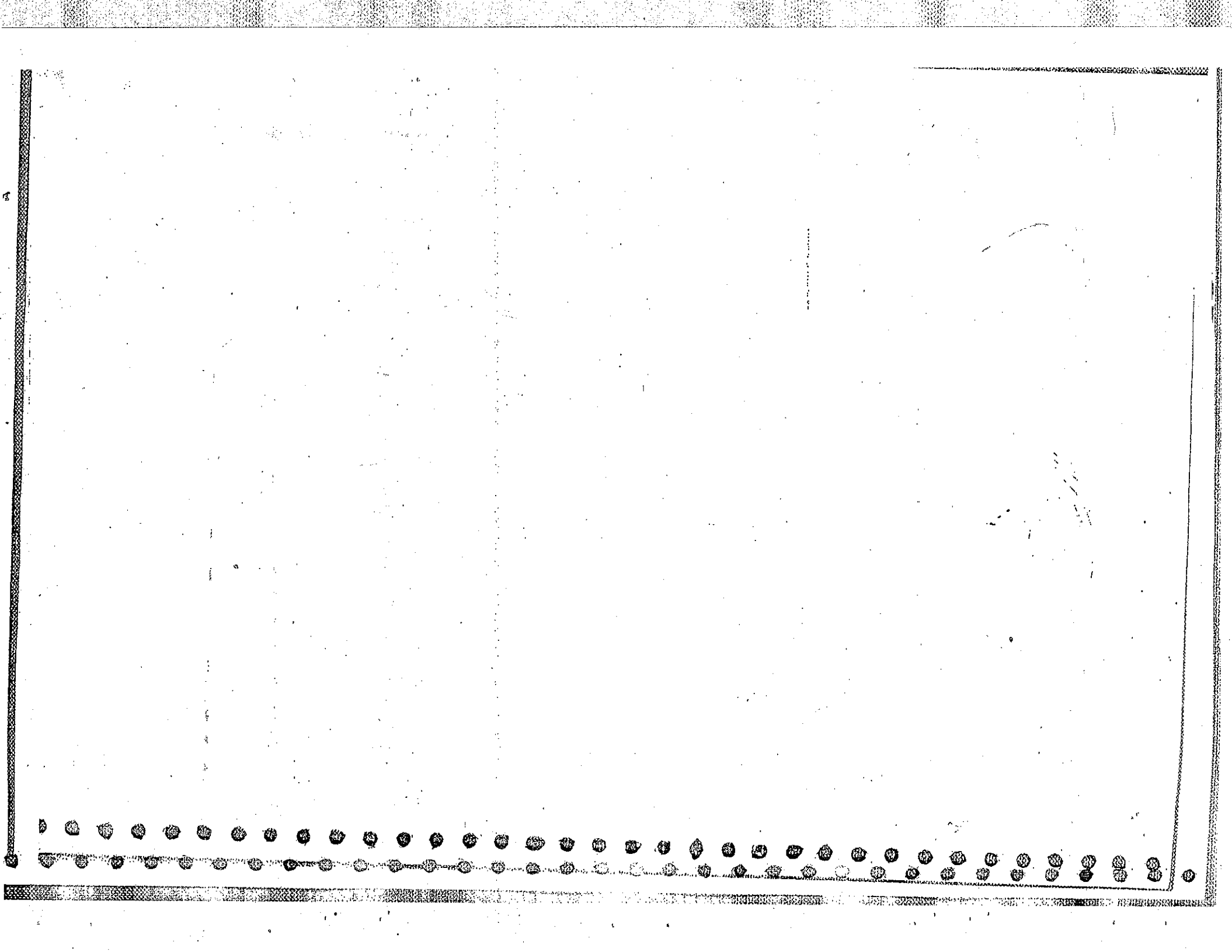
Women Entrepreneurs, o

Group of women who initiate, organise & operate an business enterprise. women ⓔ is a step towards women empowerment as it not only paves way for their Economic independence but also is responsible for bringing about Ecal and behavioural changes such as,

Healthier integration of ego
Improved self efficacy
Positive individual identity
Improved decision making and greater trust in ones abilities

Problems faced by women Entrepreneurs

Dual role played by women Family responsibilities.
they are pushed into entrepreneurship rather than pulled by it.
CRP's that foster dependency
Absence of role models
dependence on male figures
Gender stereotyped perception of self.
[Body consciousness in mids of women due to the patriarchal society system] not seen in men!
Double bind i.e fear of success fear of failure.
Economic hurdles – Financial institutions are also discriminatory in providing the financial assistance needed
dependence on middlemen – for raw material, finance, marketing.



Disadvantaged Groups :

Differentiate btw deprived & disadvantages. (20)
Types of deprivation (20/10).
Prolonged deprivation (20/10).
Ycal consequences of deprivation & disadvantage 20/10)
Problems faced by disadvantage group. (30/10).
Characteristics of disadvantaged learners 20)
Education of disadvantaged groups. (30)
Motivation of disadvantaged learners (10)

Deprivation :

comes from the verb deprive meaning,
≠ to dispose.

Deprivation refers to the deficits in the individuals environment which are not exist but are present to the degree/extent that they hamper individuals effective Ycal functioning in his environment.

Types :

Economic D. — synonemous with poverty.
refers to the relative lack of accessibility to the resources and/or the inability to utilize the available resources for the well being of oneself.

Social · D

A condition in which particular internal and external factors merge together to narrow down persons behavioral alternative for achieving self fulfilment.

Related Eg : low cost status + low self esteem.

Cultural deprivation

Refers to substandard living conditions &/or discriminations which prevent certain individuals from participating in cultural achievement of their society.

These three categories are not mutually exclusive or water tight compartments. ∴ the term such as socio-cultural / socio economic deprivation are in vogue.

(Eg : cultural practice of shifting cultivation (currently practiced) has ↓ now .. ∵ Economically unproductive)

3 fold classification

By Mishra & Tripathi.

Organismic Vs Environmental.

Organismic deprivation refers to conditions which are responsible for lack of fulfilment of needs.

(M) here is lack of organic inputs which in turn leads to tissue deficit.

Eg : sleep deprivation & food deprivation.

It is characterised in the terms of richness Vs poorness of the environment. One generally operationalises environmental deficit in the terms of level of living. Or in the terms of absence of certain objects which should otherwise be present in the normal course,

Objective deprivation Vs subjective deprivation.

Objective (D) is closely linked with the concept of minimum basic requirement for ocal functioning. One looks for the line that can serve to demarcate the deprived from the non deprived. The assumption is that one knows what is needed and in what amount.

In case of subjective deprivation it is presumed only the (I) knows what is needed and in what amount and if the desired falls below his subjective standard he feels deprived. He may arrive at the standard on his own & in comparison with relevant others.

Absolute Vs Ralative

this is a previous division with the only exception that absolute deprivation seems to be more possible in the case of primary needs and less in the case of secondary needs where relative deprivation seems to be more appropriate.

Relative (D) is the subjective feeling of (D) that occurs when one compares his state with others.

PROLONGED (D). ⟹ It refers to sustained (D) of broad spectrum of variables constituty basic sources of experiences to the (I). it is considered to be a prolonged process relative to a defined socio-cultural setting.

Eg: SC, ST, OBC.
Spanning across the lifetime
Multi-factors
Mere Reservation won't help!

Sc in India represents the case of prolonged (D) since socio-economical disabilities imposed upon them [illegible] generations.

Cognitive deprivation

Eg Genie
wild boy of Aveyron

Our cognitive faculties dev as a result of our interaction with our (E) and if the (E) input happens to be inadequate the developmt of these faculties is likely to be hindered or restricted and the outcome is cognitive deprivation.

Bruner found that sustained living in impoverished (E) produces an (I) with # underdeveloped cog. skills
inadequate coping skills &
stunted problem solving abilities.

Disadvantaged Group.

It is one that possesses certain characteristics. which place them at an inferior position when in competition with a group not possessing these characteristics

put under 2 categories

Biogenic

Eg: Sickle cell anaemia in Africa
colourblindness.

Sociogenic

deviants, transgress

AIDS

A.K. Singh,
refers to all those sociogenic variables which prevents the development of natural potentialities of the (I).

It excludes the socio cultural (D) variables like, lack of opp for schooling,
Ghetto living. etc

Deprivation Vs disadvantaged.

Process of deprivation itself is likely to lead to the condition of disadvantaged when it gets prolonged. Once a group enters the condition of disadvantage, deprivation is automatically sustained & maintained.

deprivation prolonged is disadvantaged.

Consequences ⇓ deprivation, less ↑ disadvantaged v.↑

It is wiser to not to allow a deprived group to reach the extreme level and become disadvantaged.

Deprivation —consolidated / prolonged→ disadvantaged [condition] (Have n't's)

[Process] →

Consequences of (2).

Economic (2)

Poverty, Debt, Low possession of assets, fewer opp. for schooling, poor housing & ghetto living, Unproductive expenditure, child labour, Poor quality of life,

Physical consequences of (2)

weak immunity system, ↑ birth & death rates, low bodily strength & energy, Poor physical fitness Organic disorders, ↓ Stamina.

Socio cultural consequences

feelings of powerlessness & helplessness. narrow & limited world view,

gregariousness tendency, religious orientation and fatalistic attitude, lack of parental control over children, indiscipline @ home, marginal and peripheral membership in the society, cultural boundedness, illiteracy.

culture of poverty ⟶ Poverty of culture.
Econ (2) cultural (1).

Ψcal consequences

can be explained @ 3 levels,

cog { # cognitive & Perceptual level. (Mem, (I), Verbal ability, perceptual) } cog. competences.
non { # Personality & its co-relates
cog { # motivation & its co-relates.

Cognitive & perceptual level. Consequences.

western studies have concluded that,

Middle class children ⟶ low class children (Performance).

In the indian context variable considered would be caste
In western context " —— " —— " class.

- consider
Memory
Intelligence
Verbal ability
cog. competence.
perceptabilities

samanthi's study!

M.C > L.C —— ?

trained to use ↑ of three cog. abilities max
Emphasis on Memory ↑ is ne ↓ L.C.
(I) As a function of residential area, class, ses, "to be @ the center of info."
= studies done: Mishra & Tripathi, Rath &.

western study: Libarian children adapted from orphanage.

Perceptual abilities :

depth perception, perceptual identification, & conceptualization

Judgement of distances - sameness in-Environment.
(never seen before!)

Sinhas' expt.

Verbal ability :

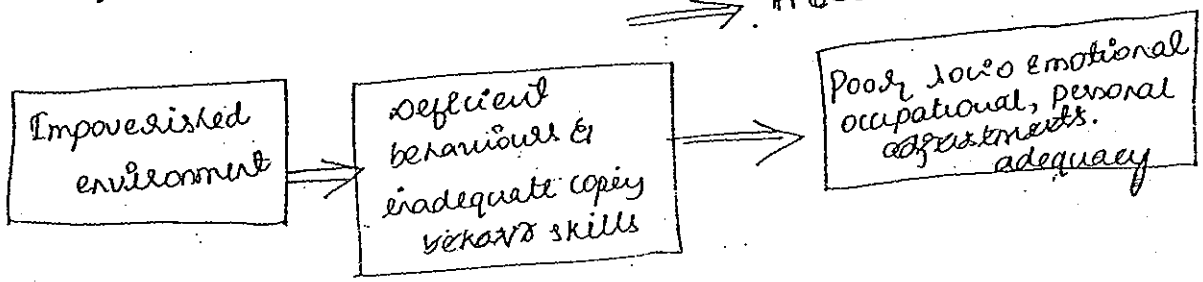
Poor vocabulary, Mishra & Tripathi
fewer opp for communication.

Cog. abilities : to what extent & can use these abilities.

Personality & its correlates.

Mother-child interaction in the disadvantage groups.
is the socialization of apathy & under achievement.

⟹ HESS.


Impoverished environment
deficient behaviours & inadequate copies verbal skills
Poor socio emotional occupational, personal adjustments. adequacy

Rath,

Found, Personality displayed by the individual is the function of existing socio-cultural conditions.

It was found that,
people from disadvantaged groups show,

↑ neuroticism
↑ sense of insecurity.

A. K. Singh,

'Ψ of puppet' ⟹ disadvantaged children.

disadvantaged children display Ψ of a puppet as a result of prolonged living in the culture of poverty
It is characterized by helplessness, pessimism, apathy and fatalism.

Correlates of Personality

self concept & anxiety.

-ve attitudes are internalised by lower caste groups.

-ve attitudes of Higher caste towards lower caste are internalised by low caste.

Studies done by Rath & Sarkar.

lower caste children have less favourable self concept as they happen to locally internalise the unfavourable & the -ve attitudes and stereotypes that are held against them by higher caste individuals.

Motivation & Correlates (4)

Ach. (n)
motivational orientation & Time Orth
level of aspiration.

Ach. (n).

Q. what is the relationship btw arousal & deprivation

In the light of the fact that Greater is the deficiency more is the motivation?

A: The idea that deficiency ⟶ ↑ motivation is true only with respect to Biological needs.

But same is not true with social needs.

State of deprivation (social needs) will actually crush the motivation.

say Eg: Achievement motivation is very ↓ in low class children.

n-Ach researches by McClelland ↑ supporting this.

Otha & Sha found, nuclear families, entrepreneurial occupations & middle class socio economic status relate to High n-Ach.

Traditional bureaucratic occupations & ↓SES ⟹ ↓ n-Ach.

Motivational Orientation

Udai pareek defined poverty, in the term of helplessness and deprivation, and has elaborated upon motivational pattern induced by poverty.

According to him, apart from the orientation to helplessness and the feeling of powerlessness the culture of poverty produces threefold motivational pattern characterised by

low need for extension
high need for dependency
low need for achievement.

high dependency (n) is expressed by,

Over conformity.
Excessive fear of failure.
Avoidance syndrome.
seeking favours of superiors
Personalised relationships need.
Aggressive rejection of authority.

Sinha, studied the coping strategies of 1st generation university students and found that they had a strong tendency to refer success to external factors such as

Teachers kindness.
Gods benevalence

they did not ascribe it to their own effort, and as a result failed to take sufficient pride in it. which would have been extremely reinforcing to their behaviour.

the mediation mechanism that they adopted led to the development of superstitious behaviours

where as success was externalised and failure was internalised, the internalisation of failure along with highly critical self evaluation resulted in -ve self concept and the internalisation of mechanism of discouragement.

III. Time orientation

Vasishree, found that disadvantaged children did not internalise the (n) to achieve academically and have not learnt to work for delayed gratification of reward they were less futuristic and faced difficulty in working towards distant goals.

IV. Level of aspiration :

Level of aspiration indicates not only individuals motivation but also his determination in attaining his goals it also indicates the degree of adjustment individual is likely to manifest. in his (E).

Katz, found that disadvantage children are socialised to self imposed failure

Rath found that disadvantage children (v caste) demonstrate, Comparitively lower aspiration level for income and occupation & Education in comparision to privileged children (1 caste) further what he found was a tve [Baccha wahee karkha hai jo maa baap (kaake kliye) kehthe hai] b/w the school going children and their parents.

Rath concluded, that the aspirations of the children are nothing other than the internalised positions of the similar aspirations of their parents.

Mishra, & Tripathi found that the aspiration of more severly deprived groups were not only lower & medium deprived groups but also unrealistic at the same time, thus by producing a source of perpetual frustration.

wanted to be a lab assistant became Principal of the college
Perpetual frustration.

Sharma,
found that disadvantaged children work better with material reward & privileged work better with symbolic reward.

Educating disadvantaged learners.

Problems faced by DL ⟹ Problems faced by DL
characteristics of DL
Interventions.

double bind.
→ Segregated school — stigma (labelling) unfav. -ve label.
→ General school — Teacher apathy, Peer hostility.

double bind
heads I win
tail you loose

Push & pull forces either weak / absent.

School should pull. } ⟹ neither of this happens.
Parents should push. }

child escapes

- Teachers expectation in child low.
  ⇓ results in child not being pulled
- Curriculum → uproots the child from his culture.
  (text & context)
- Language → People/students from Zero linguistic Bgrnd.
- Infrastructural bottleneck.
  no board, no chalk, no classroom.

⑥ delayed gratification

⑦ Teachers agents. — rapport ↓

Characteristics of DL.

they are not aware of the ground rules for success in school examination.

They are not able to use language in a flexible manner auditory skills are poor ∵ of the emphasis on non-verbal aspects of the (E).

Memory is poor ∵ adults don't have the habit of connecting past with present

Short attention span

Becoz of the lack of stimulus variety at home, their visual discrimination is poor

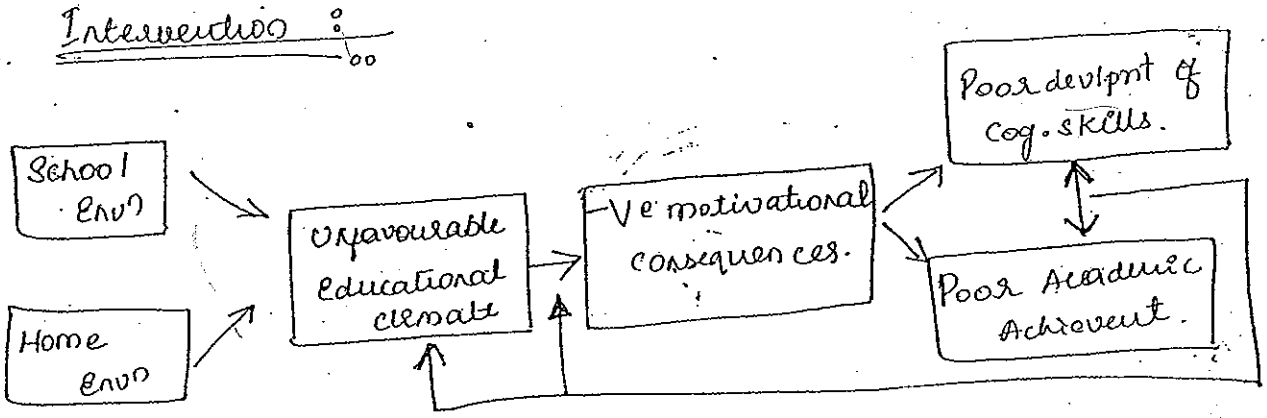
They are less likely to learn from verbal instructions they have poor concept of relative size and poor symbolic interpretation.

Their curiosity level is low as their curious enquiries often go unanswered.

They are less likely to perceive adults as the persons whom one can approach for help becoz in their (E) adults have always avoided them.

INTERVENTION :

Intervention :



Intervention should be
Both @ home & school

Bloom is of the opinion that any compensatory programme should be introduced as early as possible and latest by grade-I & it has to be succesful, this is because.
60% of the cog development takes place btw 0 — 4 years
30% btw 4 — 8 years.
20% btw 8 — 17 years.

Studies also suggest, # early intervention is better because,
cognitive styles once formed is difficult to replace.
childrens' habit patterns and interest areas are shaped in early childhood
Pre-school year should serve as bridge between two cultures home & school
if the child is exposed to the school suddenly without preparing him, child would get 'cultural shock'

@ Home

Financial support to the parents who send their children to schools

Educating parents, night schools / evening school should be established. Where in the parents can be given lessons on the issues of practical interest then adult education programmes are likely to bring about attitude change in the parents regarding school education as they will themselves experience the benefit of Education.

Parents should be convinced that school education will not uproot the child from its socio-cultural (E)

Awarness building programmes for the parents regarding the Imp. of Education

A provision for stay in the hostel be made for atleast those children whose pathological home climate is likely to destroy their newly formed pro-education attitudes.

@ School :

Teaching methods :

programed / sequential learning.

Olson & Larson, have suggested the use of puppets to dramatise the well known stories to allow the children to project their speech without personal exposure.

Relatedness
Autonomy
Incentives

Dececco, suggests that the programme for d.l should utilise the (M) derived from curiosity behv by using the tangible Incentives and allowing them to work under controlled goal

conditions

Newton, has advocated the technique of synonimity in teaching language to the d.c.
It involves the teacher restating the difficult words in various ways.

Freeman, has suggested the use of concrete representation in teaching the children abstract tasks like mathematics.

Van de Riet & Van de Riet have suggested the effectiveness of sequential training programme in teaching the s.c.

Ledoo & Khan,

demonstrated that bright under achievers from disadvantaged bgrnd leads to self acceptance, self understanding and enhanced academic achievement.

Teaching agents

Gohlieb —

Black & white teachers in a school where most of the student were low SES black.

Interpretation of students behaviour.
Job satisfaction [reasons for job dissatisfaction]
Recommendations for the students.

WTP. → Rebellious, talkative, arrogant
BTP → furiously, energetic, exciting.

WTP → Poor student quality
BTP → Poor infrastructure.

WTP → Professional training (vocational)
BTP → training in school subjects.

Peer Group :

Occupational goal setting
life goal setting
Educational goal setting

imp in

co-equals
flexible.
attitude, values & frame of Reference

Imp during adolescent.

Mixing of

low SES upper caste
low SES lower caste.

↑ SES ✓ Caste
↓ SES ✗ caste ✗

Curriculum.

should not uproot the child from its culture. so can be specially designed taking into consideration the special needs of the child.

Local history & geography first.

curriculum should have practical bias and attempts should be made to teach the child the skills that can assist him when he goes back to his people.

child should have sufficient space for recreation. the recreation should be carefully planned.

Jensen, is of the opinion that there should be no standardised curriculum infact there should be work study plans in which children will learn in relation to their work experience.

Rath & Roy,

In teaching the disadvantaged learner there should be a provision for aspiration & aspiration achievement (✓) training.
provision for counselling as it facilitates school (achievement) & personality integration.
adjustment

Parent-teacher interaction should be facilitated.
mid-day meal should continue as it is an incentive to bring children to the ~~school~~
NCERT has adapted detton plan for the disadvantaged learners the features of the plan,

- # self pacing.
- # Instruction is remedial in nature.
- # Small classes.
- # Groups are formed taking into consideration strengths and weakness of the (L).

Apart from cognitive efforts Emotions are also corrected

In US ... there were 2 programs implemented.

Demonstration guidance programme.
Higher horizon programme.

features

- # Remedial instructions
- # modified curriculum
- # provision for counselling.
- # small classes.
- # scope for cultural & vocational activities.

Motivating the disadvantaged learners.

Reasons for their low motivation.

- # Lk of control
- # unrealistic aspirations
- # low n-Ach
- # -ve self concept (less favourable)
- # high dependency creatation
- # ↓ self efficacy
- # fatalistic attitudes
- # faulty attributional factor pattern

How to Motivate the child :

Cognitive restructuring approach primary

#
- # self instructional training.
- # Rational Emmotive training / therapy.
- # Becks cognitive therapy.
- # Shame attacking exercises.

Attributional retraining.

Achievement (M) training

goal setting training

Immediate reinforcement.

Spaced practice (∵ attention span of kid ↓)

Active participation of the learner

Teaching them relaxation techniques like pranayama.
these techniques facilitate,

- # Building up of self efficacy
- # Learning of more adequate coping skills.
- # Internal locus of control
- # More objective frame of reference

Language & Communication

— oo.

Communication (10)

Verbal (20)

non verbal (20)

Process of communication. (20)

Barriers of communication (10).

Effective Comm (20)

Persuasive comm (30).

s # Source characteristics (10)

Reciver characteristics (10).

Language.

Skiner (20)

chomsky (20)

characteristics of lan (10)

structure of lan (10).

COMMUNICATION :

"Communication is a process in which the sender or the source reaches the reciever with his thoughts, feelings, facts and values."

"It is the transfer of knowledge and understanding from the source to the reciever"

" Communication is not what the source says It is what the reciever understands' Therefore it is reciever centric"

"Succesful communication is said to occur when there occurs maximum overlap between the intended and the percieved meaning and for this, it is essential that the field of the experience of the source and the receiver must overlap."

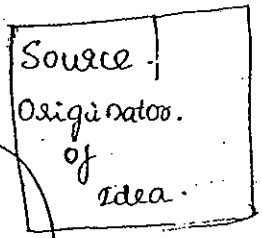
We tend to think in the same way when we speak the same language.

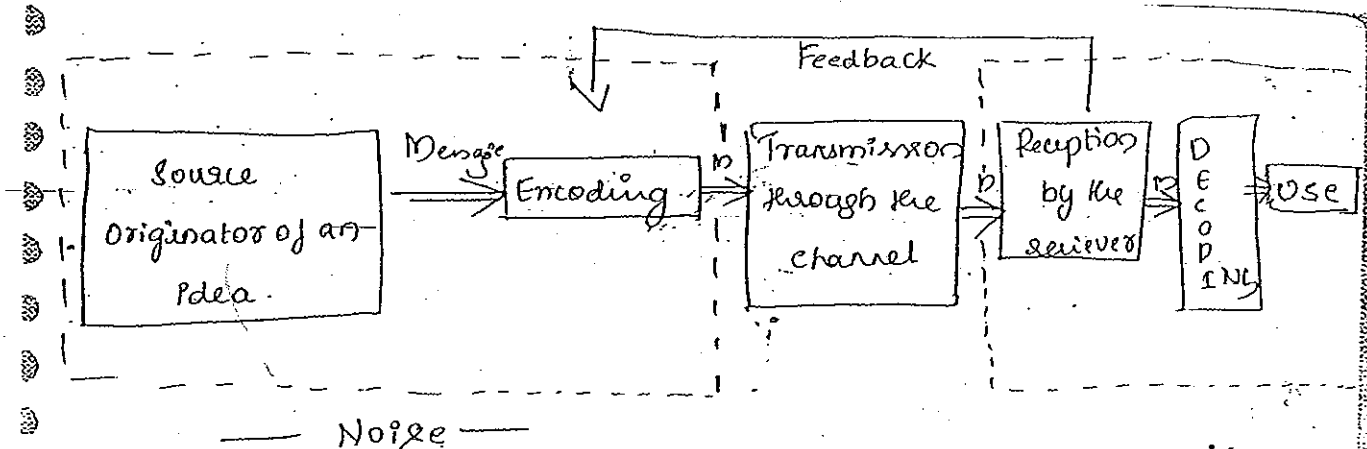
"Comm. is said to have achieved its objective only when the receiver not only decodes it and interprets the msg. as desired by the source and also acts on the message intended by the source"

PROCESS OF Communication.

Persuasive Comm^{n}: when the sender is benifited.

Effective communication: when the receiver is benifited.





SOURCE

Source initiates the process of communication, and it does so because of the need of some info which the source wishes to convey to the Receiver.

Source can be a single person or a group or person or even a machine.

ENCODING

It is the process of coding the info that has to be transmitted by the process of encoding the thoughts are put into 'symbols'

Normally language provides the symbols for encoding but sometimes non-verbal signals like gestures, postures etc are also used.

More complex is the msg/info to be transmitted more elaborate would be encoding.

Message

It is the physical form into which the sender encodes the info, it may be any form which can be experienced and understood by the receiver. How well our msg is received depends upon what kind of symbols we use for encoding & and what channel or medium we use for transmitting the info

Channel

Channel is the medium through which info travels 'sight and sound' are two commonly used channels in every organisations there presents formal and informal channels

formal channels are deliberately created by the Organisation to transmit Job related info. these channels traditionally follow authority network

Informal channels are not deliberately created and are used for personal and social purposes.

Source must be careful in selecting the channel and the channel must be appropriate both for receiver as well as message.

Reception It simply involves the process of receiving the message and then decoding. refers to interpretation of the message and its translation into a meaningful form. decoding and understanding are influenced by several factors such as, receivers expectations, receivers personal ex assessment of Symbol, attitudes and values of the receiver, cultural background of the receiver & the experience of the receiver.

Use Once the receiver has decoded the msg it has the opportunity either to accept it or discard it, however the source wants the receiver to only to accept the msg but use it in the manner intended by the source.

Feedback :

It is the recievers reaction to the message that is sent back to the source. Feedback is a reverse communication which has to follow the same process as the senders initial communication. Response and feedback complete two way process of communication. It is through the feedback that the source comes to know whether or not reciever has comprehended the msg & if yes to what extent and what more can be done for further comprehension of the msg.

Feedback is useful,

As it can create better understanding btw source & Rc.
It can enable the source to decide the future action.
Gives the recieves the sense of participation.

Limitation :

It slows down the process of communication.
In the event of the relationship btw the soure & the rc not being cordial - feedback is likely to increase the hostility bt two.

Noise

Surrounding the entire spectrum of communication is noise and it affects the fidility & accuracy of the msg communicated.

Noise can be described as any factor that otherwise disturbs or interfers with the proces of communication.

Noise can be internal or can be external & it can occur in any of the communication stages.

Importance of communication :

Ensures survival in the ⓔ
Adaptibility in one's ⓔ
Organisational process of co-ordination management

Organisational pro duction and control can not occur without effective communication.

Communication facilitates motivation (of sender and reciever) and allows for effective, decision making.

I. Semantic barriers :-

Symbols that we use in the proces of communicat.n may carry more than one meaning.

Foreign words
Technical words
Verbal message when it is incongruent with the body-language (non verbal) may create semantic confusion.
To overcome semantic confusion, we must make our communication plain rather than word centric.

Ψcal Barriers :

Attitude & values
Past experiences
Halo effect
Ψcal distance. [Emotional seperateness btw people]
Filtering [doctor $\xrightarrow[m]{m}$ nurse $\xrightarrow[m_{distorted}]{m}$ wardboy $\xrightarrow{m_{distorted\ further}}$]

It occurs when the i/p passes through a large no. of people and in some situations it is likely that each individual through whom the i/p passes interprets the facts differently and Judges it from his viewpoint. the net result is that the original i/p gets distorted. [but it is inevitable]

Dependency syndrome

More is the dependence of the Recieved on the source for the reward more likely it is that the recieved will filter the i/p of unfavourable kind before transfering it to the source.

Physical Barriers

include, the interferences in the (C) that impede or obstruct the process of communication. physical barriers are most easy to remove.

Types

Verbal

non verbal

Verbal

It entails the transmission of culturally significant info from the source to the Recievee by the use of the language.

It is of two types,

written communication

Oral communication.

Written material is used for sending info from source to Recievee.

eg: Telegram, letters.

Advantages

No opportunity to observe and use non verbal signals.

Oral communication

It takes place through spoken words.

According to Dr. Paul Rankin of Ohio State university. people spend 85% of their working time in communication.

out of this 30% is in speaking

45% listening

16% reading

9% in writing

In any oral communication there are basically two roles

those of # Speaker
listener.

both are imp in achieving effectiveness in oral communication.

characteristics.

It is a one off exercise.
It creates informal atmosphere.
It forms a direct link between sender and receiver.
Feedback is immediate
The use of everyday language is more effective in oral comm

Advantages:

Brevity, accurate, clear } wherever possible

Immediate feedback opp.
facility of observing nonverbal
generation of fellow-feeling
useful for communicating @ assemblies and meetings
saves time, extremely useful in emergency situations.
↑ (m) of the recievers by generating in participation.

Disadvantage

complex & lengthy msgs cannot be conveyed.
Sometimes oral comm can be time consuming.
serious thought on the issue not possible, because immediate decision has to be taken.
lack of responsibility assignment difficult.
there is every possibility that spoken word may not be clearly heard or understood and may be subjected to interpersonal barriers.
msgs donot have legal validity.

Non verbal comm

Process of transmision of cultiwally significant info without the use of words. whenever we think of human communication we are inclined to think in terms of language because verbal component absorbs most of our attention.

Studies however suggest that some aspects of spoken msg particularly Emotions and attitudes are better conveyed by non-verbal communication.

Mehrabian

$$\text{Perceived attitude} = 7 + \underbrace{38\% + 55\%}_{\text{Non verbal component}} \Big[\text{Paralanguage} + \text{Facial expression} \Big]$$

Verbal content

Significance

For expressing interpersonal attitudes & Emotions.
NVC effective.

ritual works, cannot be 'complete' without nonverbal communication

In some cultures conveying or displaying some kind of info about oneself are taboed. such info can be communicated non-verbally.

certain things are very difficult to describe through written or oral communication. shapes cannot be conveyed non verbally.

non verbal communication can be useful for sustaining Verbal communication. Vc becomes more effective if supported by relevant non verbal cues.

Providing feedback headnods:
in synchronising the speech.
In certain places because of noise, V.c is not possible

#.

Individual differences in N.C.

Major, found in day to day interactions men touch women but women don't touch women.

Fischer, found that women respond tively to touching though they don't initiate touching themselves.

Rosenthal, etal women are superior to men in accurately sending and understanding non verbal communication.

Zuckerman, found that subjects who were higher in familiarity be it males or females are more superior in using facial expression and tone of their voice in their feelings.

Buck, found that women tend to be externalisers in that their faces are more expressive even though they report less intense emotions on the other hand men tend to be internalisers, they show less emotions than what they feel.

TYPES OF NON VERBAL COMMUNICATION

Rukes & Kees - have identified 3 types of NVC,

Sign language; includes all those forms of codification wherein words, numbers and punctuations have been supplanted by gestures. It may range from monosyllabic gesture of a hitchhiker to complex systems as the language of the deaf.

Action language includes all those movements which are not exclusively used as signals.
Eg: gait of a person, walking & dancing serve as personal needs and constitutes statements to all those who observe them.

Object language. It refers to all intentional & unintentional display of material things such as machinery, implements, human body & the clothes that

According to BUEES & KEES the type of language that one uses for non verbal communication depends upon the communicative versalities of the speaker and the demands of the situation.

Most versatile writers are able to make a judicious blending of all three forms.

TYPES OF NVC which include # Kinesis
Proxemics
Paralanguage

Kenesis,

It is the study of body's physical movement, the way body communicates without words i.e through the movement of its parts ⇒ i.e body language.

Touch, different parts of the body may be touched in diff ways the extent of touching depends upon our relationship.

Friends & lovers touch each other a lot and with strangers we maintain distance.

The cultural factors also influence touching behaviour.

touching behav ↓ as age increases.

ways of Touching

Kissing It occurs in parental behaviour, nurturant & sexual behaviour, It conveys emotion of love.

Hitting It conveys emotion of dislike and is an act of aggression.

Handshake conveys greetings & farewell.

Holding conveys companionship but can also convey threat as well.

Gestures : Movement of arms, legs, torso, and head.

special info about feelings of others can be conveyed by gestures.

There are many categories of gestures.

Most imp one happens to be Emblems, there are body movements conveying highly specific meaning

in a given culture

Eg: Rubbing ones stomach with an open hand conveys favourable response to food. likewise clenching of fist displays aggression.

Head nods

Performs 2 imp. functions,

1. They help to synchronise the speech, One or two headnods convey the sender must continue where as rapid succession of headnods indicate that listener wants to say something.
2. Provide feedback.

Eye contact

occurs when two interactants look briefly @ each other in the region of their eyes.

Stroongman found that eye contact is mutual and it indicates intimacy and closeness

Zimbardo, avoiding eyecontact indicates unfriendly behaviour

& suggests that we are shy.

Strom & Bock found that eye contacts are brief and indicate +ve feelings. staring in contrast conveys dislike and puts person being stared at in an unpleasant position ∴ must be avoided.

Postures :-

Regardless of our awarness of our posture, we must admit, that they are an important part of any relationship postures donot convey specific info but they do tell how tensed / relaxed the person is.

when the person experiences unfamiliar situations person becomes more aware of his her postures,

Mehrabian found that High status & dominance is demonstrated by relaxing & leaning back and low status by physical rigidity.

arms drawn in & feet together and sitting straight

likewise when we lean forward we acknowledge the high status of the other person and convey to him our respect.

Facial expressions

Our face, is the mirror of our emotions, it conveys to us and others the feelings of surprise, anger, fear, sadness and happiness. The facial features to which we look more for meaning

the eyes along with eyebrows, upper and the lower eyelids and the eye of the pupil

Eyebrows with combined with dealated pupils known as wide eye tells us that the person is excited, surprised & frightened.

In contrast the opposite effect with upper and lower eyelids closed combined with contracted pupil, (BEADI effet) tells us that the person is in angry and in intense pain.

Thayer & Schiff found that mouth & eyebrows convey greatest info in the face about the emotional state in the interactants.

Argyle, found that facial expression can communicate. emotions of like and dislike.

Para language

NV aspect of speech,

Davitz, et al,

- Pitch
- tone
- Accent
- Speech Errors
- Pause

when speakers speak fast it usually indicates nervousness.

Lambert, et al found that accents convey info about geographical origin & class

MIMO, found that in doctor patient relationship tone can have very imp consequence. He found that doctors successful in getting the alcoholics to take further treatment when they spoke in anxious rather than angry voice.

PROXEMICS :

It is the personal space language, refers to how we communicate with the space around us.

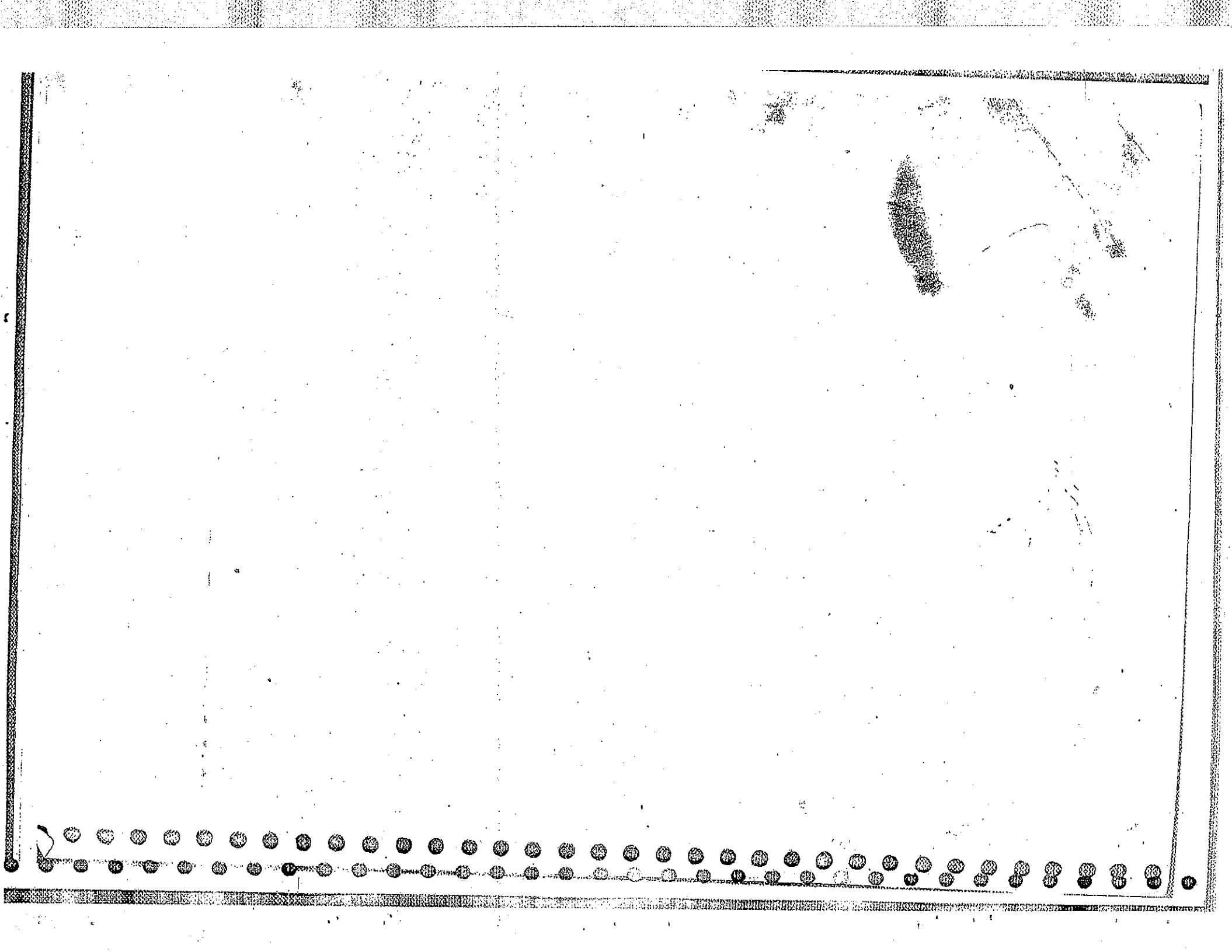
It is the study of how we arrange our personal space and what we arrange in it.

Somner defined personal space as an area with invisible boundaries into which intruders are not allowed. It is also known as bubble. and the personal space depends upon the cultural background of the individual.

Hall has identified through his cross cultural study four types of interpersonal distances,

Intimate. (physical contact — 18 inches)
Personal (18 inch — 4 feet).
Social zone (4 — 12 feet)
Public (12 — 18 feet)

Felipe & Somner invaded the personal space of people sitting on the benches in public parks for instance they deliberately went very close who were strangers to them, they found that person moved further along the bench & when they went close again he stood up &



Initial Measurement of human abilities started with Intelligence & not with personality. People din't have an idea that Personality can be measured.

THEORIES OF Intelligence.

Intelligence is an aggregate and global capacity of an individual to think rationally, act purposefully and deal effectively with the environment

— Weschler

Aggregate large number of abilities included in it

Global these abilities are inter connected

Effectively an entity that enables Individual to improve his/her adjustment in his environment.

S (Stimulus) → Symbol manipulation → R

Advanced the symbol manipulation ↑
better will be the performance.

CONTENT THEORIES

Focus on Identification & explanation of building blocks of I OR the organization of mental abilities.
what constitutes I
"CONTENT".

Researchers mostly have used Factor analysis method for identifying the building blocks of Intelligence.

Spearman's: TWO FACTOR THEORY OF I (1904)

'G' Factor — General ability
'S' Factor — Specific ability.

Further said there is 1 'G' & many 'S'

'G' is common to all intellectual tasks
constant
[By eating carrots you can't increase 'G' :P]
Innate, cannot be improved
⇓
in the form of 'mental energy.'
like memorized facts & figures.
All encompassing.

'S' is task specific
Eg: specific ability verbal
S is influenced by Education
specific & got limited domain.
• narrow domain

Quiz !

What is the name of the animal (dog) that went to space?

@# @#@

Where is carebiean Island located ?

@#@ #. @# +

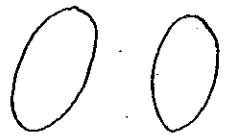
Graphical Representation!

Samjo Ki,
Individuals 'G' is very strong!

Area of over lap is of of 'G'

Area of Independence is of of 'S'

since there cannot be 100% overlap.



Specific Verbal numerical ability

S happens to be independent of G & independent of each other

'S' is influenced by Education & training.

a person can have
↑ G & ↓ 'S'
(High) (limited / less)

eg:
All rounder Batsman
Bowling, wicket keeper
. fielding etc
Everything.

A person can have
↓ 'G' & ↑ 'S'

Eg: Playing Guitar

case III
↑ G S is also moderate / adequate.

Great! es like
Icing on cake.

Attention !

Williams Syndrome !

Exceptional musical ability could be an example of ↑ 's'

etc.

Schooling :

improves 's' not 'g'

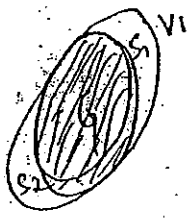
However schooling can help to realize your potentials but 'g' cannot be improved as such.

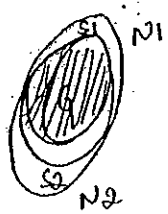
1905

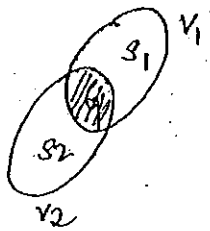
First Intellegence test was constructed based on the two factor theory given by spearman (1904)

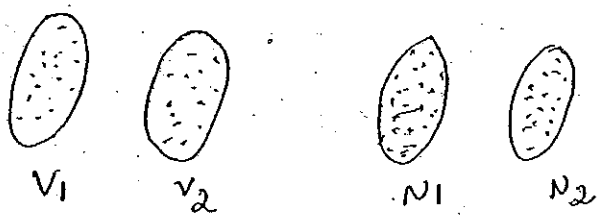
The aim was to differentiate normal individuals from subnormal individuals.

⟹ Similar ability tests overlap co-relate to far ↑ extent compared to tests measuring different abilities so, spearman proved wrong









Eg: there will ↓ similarity 'r' between a test of algebra & test of 'Geography'.

'g' among SAT > DAT

there are group factors which are not as broad as 'G' neither as narrow as 'S' which fall inbetween and are intermediate in scope.

Eg:
test of trignometry & test of geometry algebra ⇒ overlap due to Group factor of 'Numerical' @ work.

Additional Group Factor

POW

1. perseveration — Inertia in individual supply of mental energy

2. Oscillation — degree to which individual fluctuates when engaged in intellectual activity.

3. Will — Refers to the commitment to the task

⇓ POW responsible for overlap.

An attempt to combine Intelligent + Emotion

A person who is good @ maths is likely to be above average when it comes to History.

Wats Ideal then ?!?

↑/ Average G

+

↑ Emotional quotient.

'S' may / may not be there.

no big deal !

Critical Analysis

+ve

1. Spearmans' theory is quiet successful in explaining certain observed facts about it.

2. It can explain why people who perform excellently in one are also perform in another area of cognitive ability.

3. It also explains why people with low intelligence happen to show spectacular performance in a specific area

4. Spearman insisted that 'sex' & 'race' don't have any bearing on intelligence.

5. By incorporating the concept of G & S he was able to explain how heredity & environment contribute to the development of intelligence.

6. His theory has great Heuristic impact, without spearmans' contributions many sophisticated models of I that we have today would not have been possible.

Herrnstein's Book Bell curve Nature Vs nurture debate in Intelligence

Further research by Thurstone & Gilford demonstrated that intelligence consists of multiple factors and not just two factors as postulated by spearman.

THURSTONE

Didn't accept spearman's theory of I,
denied that Intelligence can be explained interms of
'G' & 'S'

Q. Intelligence is what an intelligence test measures?

Yes! True.

Every intelligence test is based on a particular Intelligence theory.

Eg: Binet test of Intelligence was developed based on spearmen's theory of Intelligence.

Initially, the intelligence tests constructed believed that Intelligence is a unitary concept which could be measured as $I = \frac{MA}{CA} \times 100$.

Most of the activities which requires symbol manipulations of various degree, no doubt are centred-around 'G' but there are certain abilities that escape the arena of 'G' but are very important for the adjustment of the individual in his environment. — So there aspects which had a domain narrower than 'G' were called 'aptitude' which is domain specific.

Thus aptitude concept emerged & gathered significance gradually as no. of tests were developed in the same domain.

History of Intelligence

Two Factor Theory — Thurstone — Cattle — Guilford — HT — CHC

Spearman — 7PMA — Fluid I — 120 latn 150 tests — Unique abilities

"G" & "S" — Primary mental abilities — Crystallized I

Thurstone ↓

Thurstone said that intelligence test cannot be measured with the help of one single test, & multiple tests are required to measure intelligence .....

so thurstone shifted from

G ⟶ Group factor

He came up with 7 tests one for each 'PMA' to measure intelligence.

Then comes cattell.

with his concept of fluid Intelligence & crystallized Intelligence

His concept of fluid intelligence was more or less equal to 'G' of spearman however crystallized I was not same as 'S'

Guilford,

Concept of 'I' was not so well accepted as he gave 120 latn 150 tests to measure I as his concept / theory believed that 'I' has multiple, one domains each to measuring an unique ability.

Hierarchial theory

was of ... acceptible to some extent. as it blended concepts from Spearmens' theory and.

Thurstones theory :

Q How do we measure I?

By the means of I tests, which includes questions

Basically its through the assesment of behaviour, we indirectly measure I

Behaviour however is a function of ability, emotions & cognition. which are interdependent.

so we also should take into account.

inter personal I, intra-personal I, musical I, Kinesthetic and so. when it comes to measurement of I.

so measurement of cognitive abilities alone will not constitute (I) we should also consider non-cognitive aspects including Emotions.

It gave way to those theories which considered intelligence as having Multiple components & domains. and rather not as a Unitary concept.

Gardners theory of multiple intelligence is one such theory.

the story so far is about the —

CONTENT theory of 'Intelligence'

⇓ now comes

Process theories of Intelligence.

Two factors which faciliated this include,

Computers

Multicultural approach.

Intelligence is innate
Intelligence quotient
is just an expression
of Intelligence.
same is true with
Emotional Intelligence
also.

E. Intelligence × experience = EQ.

→

Thurstone has denied the concept of 'G' & 'S' and Kas insisted insisted that Intelligence consisted of group factors intermediate in scope in other words intelligence is composed of a no. of factors each of which possess a moderate fear of influence. thurstone used the procedure of factor analysis to identify the building blocks of I and therefore is regarded as a factor theorist.
In his research he has tried to co-relate similar and as well as interability tests and found that co-relation obtained between interability test happen to be insignificant whereas intercorrelation among similar ability tests produced # significant co-relational clusters, each of these in his opinion represented a primary mental ability (PMA) thus according to thurstone Intelligence consisted of # primary mental abilities which are

Perceptual : ability to identify quickly and accurately as required in the map work

Verbal : ability to understand and utilize verbal ideas

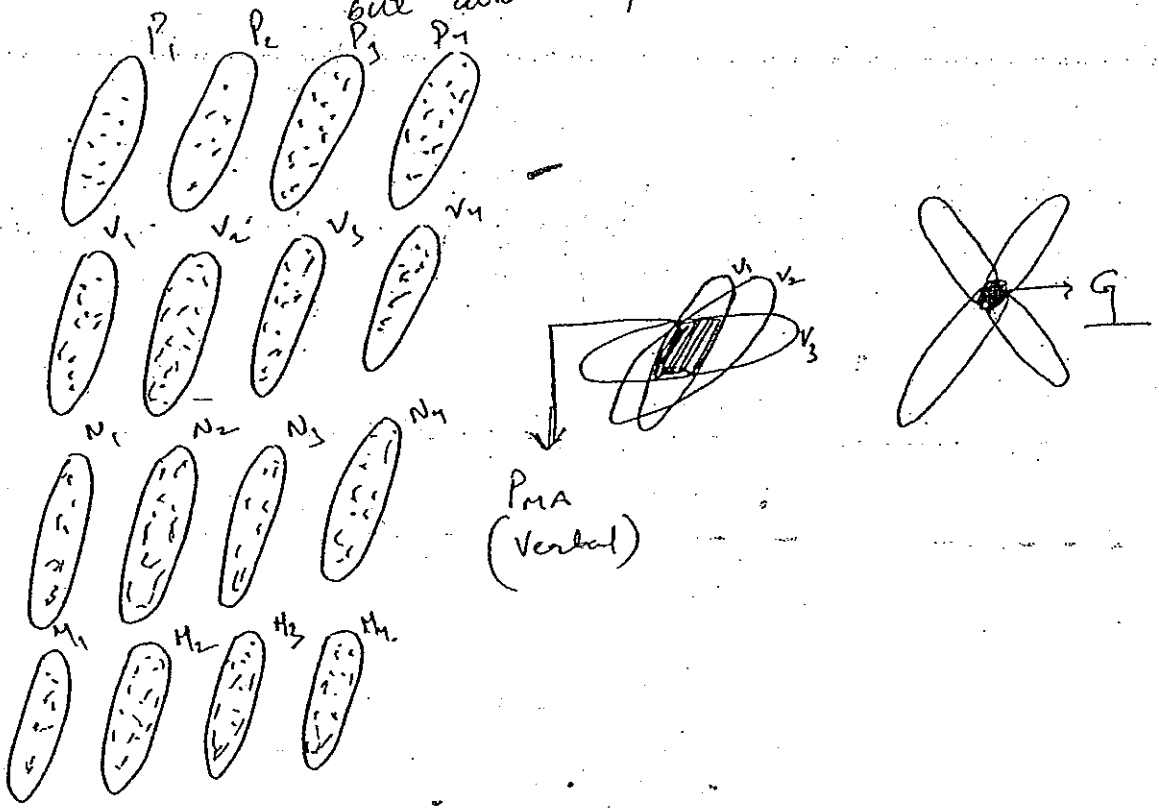
Numerical : ability to carryout fundamental mathema-tecal operations like addition, substraction multiplication & division

Memory : Ability to retain and retrieve previously learned info.

Reasoning : ability to percieve and utilize abstract relationships that is put together past experiences in the solution of a new problem

Spatial : Ability to deal with the objects in space i.e solve special problem as required in 3-D geometry.

Word Fluency : The ability to think of the 'words' quickly and rapidly. This ability is not only related to cognitive factors alone but also to personality factors as well.

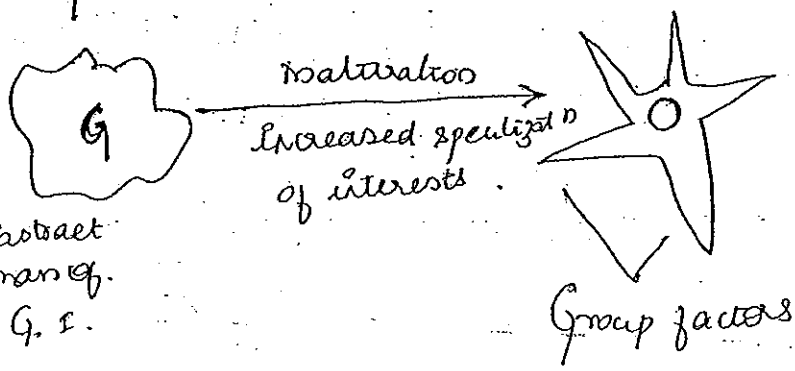


Thurstone rejected the idea of measurement of I by the means of Single Intelligence test. Infact he insisted that each PMA must be measured by the means of an independent subtest. and for the measurement of each primary mental ability he created a seperate subtest.

Thurstone suggested that the assessment of I of individual is only possible when the scores on each PMA have been obtained.

Thurstone during the course of his subsequent research acknowledged the presence of hoo order 'G' and admitted that the coulatioo obtained between inter-ability tests was not insignificant enough to be ignored further he found that interability overlap was much greater in the results obtained from test administered to children than to adults. thereby suggesting the presence of higher order general 'G'/greater 'G' in children in comparisioo to adults.

Independent confirmatioo of this finding has come from "Garrett"



abilities getting differentiated from the abstract man of general Intelligence (moving in different directions)

Single general intelligence test can be used in measuring intelligence of children as it is an abstract mass of General I as he grows.

↓

Concept of Group factor, assumes relevance and we need separate subtest to measure different PMA.

Cattell :

framed his theory based on the work of 'Hebb' who made the distinction between two types of I

Intelligence - A governed by heredity.
Intellgnt - B governed by Environment.

Cattle is of the opinion that intelligence consists of two subtypes,

Fluid Intelligence (Gf)
Crystallized I (gc)

both are distinct but are correlated, and both entail the ability to perceive relationships but fluid intelligence is the one that is principly biologically determined and consequently more cultural free, it can be compared to G factor of spearman.

Fluid Intelligence is the ability of the individual to get insight into complex relationship its the capacity of the individual for acquiring new concepts demonstrating general brightness and showing adaptibility in novel situations

Crystallized Intelligence on the other hand is the combination of acquired knowledge and develop intellectual

In other words it is the investment of fluid intelligence in the higher level skills of the culture to ~~one is~~ which one is exposed.

Crystallized intelligence is influenced by Education & cultural training

Cattell also found, that fluid intelligence can be measured by the culturefair tests like RPM. It reaches its peak around 14-15 years of age. and thereafter ~~when~~ a sharp decline.

Crystallized intelligence however continues to develop until the age of 25-30 and there after stabalises and it can be measured by SAT (scholastic ability test) like SBIT

Fluid I is related to association area of the cerebral cortex whereas crystallized I is associated with the projection area of the brain, Researches suggest that the extent to which there occurs the loss of fluid (I) following an accident or an injury to the brain depends upon the extent of association area damaged. likewise the loss of crystallized I, is contingent upon the extent of damage to the projection area of the brain.

Fluid (I) associated with association area in brain (eg: frontal lobe)

Crystallized (I) is associated with Projection areas (eg: Broccas area)

Critical analysis.

Cattell through his theory was able to address nature nurture debate regarding I. In old age Fluid I declines but there is no decline in crystallized I

GABA = Anxiety
Serotonin = Mood disorders
Dopamine = Schizophrenia.

Therefore old people found it difficult to adapt to a new task involving adapt abstraction and generalization ∴ such tasks call for the use of fluid I.

But such tasks that call for the use of experience in other words the display of crystallised intelligence their performance shows no decline.

Guilford.

3 dimensional SIM [structure of intellect model]

Guilford proposed that performance on any cognitive task can be understood by analysing it into the kind of mental operations or the processes performed, the type of content or the material on which mental operations are performed and the resulting product of performing a particular operation on a certain type of 'test content'. The original structure of intellect model contained '120' unique factors which were assumed to be independent of one another and for each one of them Guilford and his associates designed a seperate test A modification of his original model conceptualized as consisting of 150 unique factors.

According to Guilford, when operations are carried on the content, the outcome is product.

The four contents identified by Guilford are as

Symbolic : It is mediated through number and letters

Semantic : It is mediated through meaning.

Figural : Utilization of pictures & images.

In his revised model figural content was divided into two types

Auditory
Visual.

Behavioural : makes use of actions, reflects individuals social intelligence.

Operation :

memory : ability to retain and retrieve information.

Cognition refers to awareness of meaning of words and concepts.

Evaluation, Judging wisely while behaving.

Convergent Production : ability to conclude logically i.e arrive at logical and valid conclusions on the basis of given pieces of information

Divergent Production : It is the ability to generate novel & useful ideas in other words.

Creativity.

[He introduced two new divisions -
Social intelligence : In the form of Behavioural content.
& Divergent production : Creativity

This is not seen in any other system.

to the concept of I

Product

He also used factor analysis method, He was a mathematician to the core.

Unit : is a single product or a number

class : Refers to a class of units

Systems : refers to action plans.

Relations : refers to the relationship between units such as similarities and differences.

But JP Guilford was not the first person to talk about social intelligence credit goes to Thorndike.

Implication, refers to anticipation. i.e making prediction.

Transformation, involves change

Although guilford assumed that these 150 factors are independent of each other but results have failed to support this assumption.

memory in operation = thinking

Intelligence in Action = thinking

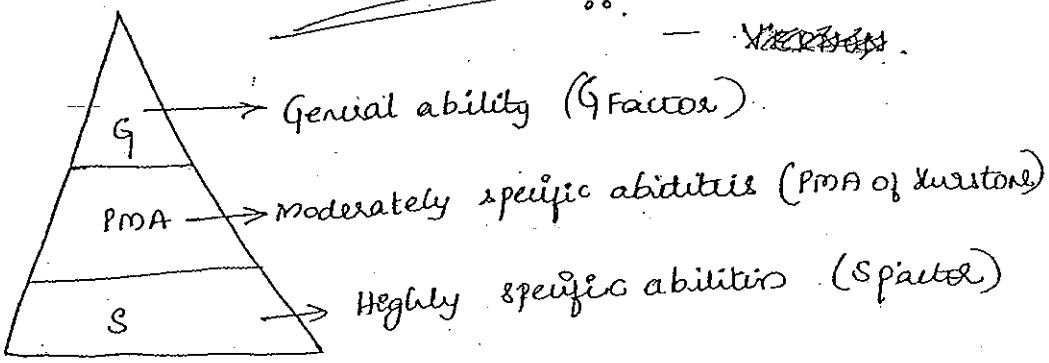
Guilford subsequently modified his traditional structure of intellect model and (modified) replaced it with modified structure of intellect model which was hierarchical in nature consisting of 150 first order factors, 85 second order factors and 60 third order factors. His last model has not been evaluated by research but 'Brody' concluded that it is not an acceptable alternative to hierarchical model with 'G' at its apex.

Critical Analysis

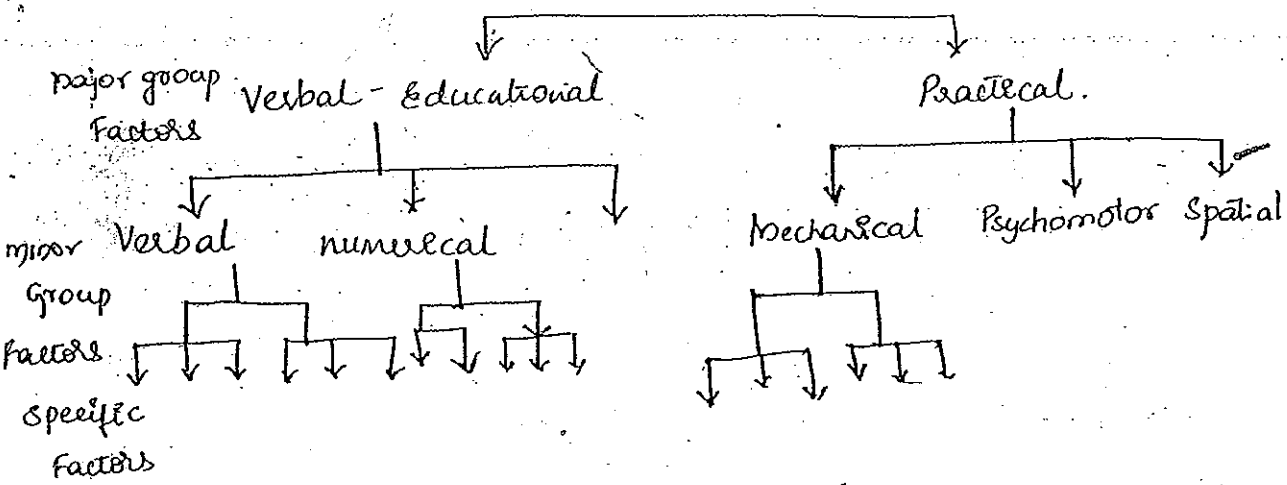
+ve Comprehensive model which includes within the fold of intelligence & intellectual performance, creativity and social intelligence.

-ve Cumbersome model with limited practical utility.

Hierarchical Model



VERNON'S MODEL :



According to Vernon, intelligence can be represented through a tree shaped model.

A general cognitive factor 'G' is at the top of the hierarchy with two major group factors verbal. Educational & ~~plow~~ practical at the next level. These factors can be further broken down into minor factors.

for eg: Verbal-Educational comprises of the ability such as numerical, word fluency, creativity etc.

some of the minor group factors under practical are Psychomotor ability, spatial ability, mechanical comprehension etc. At the bottom of the hierarchy are the factors that are particular to a specific task.

In this hierarchical model of intelligence, the higher the factor is on the tree the broader it is or the wider range of behaviour it encompasses.

Consequently Vernon model retains General intelligence at top while pushing Thurstone's PMA and Guilford's structure of intellect factors to the subordinate factors under 'G'

Vernons' hierarchical model sounds to be an effective way of combining the findings and interpretations of various analytical studies into a single theoretical framework.

CHC

Cattell Carroll, Horn.

CHC ... is widely recognized as most empirically validated and structural model of human cognitive ability. It has evolved as a result of over hundred years of psychometric research and has resulted from the fusion of GF-GC model of Cattell and 3 stratum model of carroll.

CHC model is a hierarchical framework of human cognitive abilities and considers these abilities as to be organised along 3 fold strata

1. General Intelligence 'G' (stratum '3')
2. Broad cognitive ability (stratum 2)
3. Narrow cognitive ability (stratum 1)

Broad cognitive ability includes abilities like processing speed, visuo-spatial thinking, auditory processing, fluid reasoning / reasoning, [reasoning that is learnt]

The broad cognitive abilities subsumes approximately to 70 narrow cognitive abilities.

CHC model is particularly relevant to school-psychologists for psycho Educational assessment.

PROCESS THEORIES.

Focus upon Processes of (I) ,, How (I) works
How do we go about planing and execution of Problem solving.

PIAGET
DAS
STERNBURG

1. PIAGET

Constructivist.
& ofcourse he is a Cognitive Agent.

Genetic epistemology
Since it deals with: ~~Genetics & Stress~~
⇓ Origin & development = Genetic
It studies the nature and acquisition of knowledge.
Here the word Epistemology.

Human intellect is constructed over time as human beings within progressively complex interactions with their environment. Piaget is a stage theorist (development stage theorist) whose theory deals with how human beings come to acquire knowledge, constructed it and use it.

Cognitive development according to piaget progresses through 4 stages the order of which happens to be invariant. Present in each of the four stages are the mental operations of Organisation and adaptation. These two processes enable the individual to achieve the equilibrium in his environment

Organisation is the process by which different elements within the system maintain communication where as adaptation includes in it the processes of assimilation and accommodation.

Assimilation is a process by which the child modifies his external reality to fit underlying cognitive structures and accommodation is a process by which underlyned cognitive structures are altered to meet the demands of external reality.

S — O → R

Construction.

[World view of the child changes]

Incorrect assimilation ⇓ leads to stereotypes.

Organization is a process

Organization & adaptation enable the children to maintain intellectual balance by filling in the gaps in his knowledge and restructuring his beliefs when they fail to test out against reality. They also provide the child the motivation for persistent & real growth and strike equilibrium between the external world and the structure of the childs' mind.

Eg: Top of the tongue
Clustering.

Stages of Cog. development

1. Sensory – motor stage (0–18 months). (Sensorimotor)

It is characterized by the incorporation of reflex patterns into intentional movement designed first only to maintain and later produce new changes in the environment. There is an increasing understanding of means and relationship. object permanence is achieved i.e the child gets the idea that objects continue to exist even when they are no longer present to senses.

There is also the begining of internalized problem solving for the child operates principly on live & now basis.

2. Pre-operational (2 – 7 years)

Language acquisition.

Thinking is perceptual that is based on appearances and not on implications

The child begins to uses classs but inaccurately. Eg: "All men daddy!"

thinking is animistic. i.e., belief in inanimate objects and a conviction that they carry the properties and characteristics of living beings.

Egocentric thinking. the belief that other people will view the given object or situation in the same manner as the child views it, in other words. Inability to take other persons view point on a given object or a situation.

Preoperational children tend to assume that others too view the world in the same manner

that they view it. Egocentricism is not the selfishness of the child, but apart it is an intellectual limitation that will be overcome in the next stage.
[If seen in adults its an indication that, his negative emotions are dominating]

Representational thought, which implies that the child developes the ability to form mental symbols to represent the events that are not present in the stimulus field (visual) of the child.
Eg: delayed imitation is the proof for representational thought.

Primitive identity concept, It refers to the understanding that certain characteristics such as length of a rigid object doesn't change just because the object has moved to a new location.
We call this the concept of Primitive identity because it gives way easily.

Size constancy we (Eyes) makes adjustment according to the environment & it helps perception easier

It is an important cognitive milestone as it is essential for barrig the principle of conservation.
It is also linked to one's personal sense of identity that is one's self concept and is also related to gender identity which refers to the understanding that 'SEX' is a fixed attribute.

Can you think of a theory like a similar approach in attitude.
Social identity theory (Tashfel) i.e. [Concrete operational stage]
→ Inherent tendency of human beings to exibit 'Ingroup identity'. [Ethnocentric thinking]

Q Relate piaget and Erikson

Psychosexual (Freud) & Psychosocial (Erikson) conflicts an individual can experience / come across. It dependent on his cognitive abilities to a large extent.

Understanding psychosocial environment is very much necessary for understanding the conflicts that an individual experiences in each of his psychosocial stage.

Piaget like Erikson is also a "stage" theorist. However he differs from Erikson is the fact that Piaget didnot explain stages across life time of an individual he stopped at a stage where he believed cognitive maturation takes place.

Piagets research in cognitive direction.
Erikson ⟶ Personality.

Erikson becomes a closer ally of Piaget than Freud when we consider the emphasis is laid on consciousness by both piaget & Erikson.
Freud's interest was in Unconscious to a large extent.

Concrete operation (7-11 years)

Egocentric thinking is replaced by relational thinking. Ego Centrism is no longer an intellectual limitation.

the child can think logically and systematically but only with respect to tangible objects.
in other words complex mental operations can be performed but only with respect to concrete objects.

Conservation principles stand mastered, this implies that child developes an understanding that certain physical attributes of ~~object~~ remain unchanged even though her appearance have been altered.

Formal Operational Period (11-18 years)

Child reaches his maximum cognitive capacity and therefore he is in a position to carryout all forms of complex thinking: The child is capable of inductive and deductive reasoning. spatial reasoning, abstract and hypothetical thinking.

Critical Evaluation of Piaget

+ve

Big heuristic impact
Popularised naturalistic observation method
Piaget's four stages of cognitive development and the ~~ope~~ order in which they unfold has universal acceptance among contemporary psychologists.

-ve

Piaget has underestimated the cognitive abilities of adults and infants & adults young children.
Researches have shown that infants of even 4-5 months of age seem to have the basic graph of object permanence. Likewise children as young as 3 years show some understanding of conservation principle thus piaget has been accused of underestimating the cognitive ability of young children

Contemporary Psychotherapy adopts Integrationistic perspective rooted in the idea of (Constructionistic) constructionism.

Q

True.

Now the approach of treatment in psychotherapy is no more school based, it is egalitarian approach & Psychotherapists believe in Re-engineering of their clients' mental, social emotional make up.

Basically a changed frame of reference is brought out. using an integrationistic approach.

In this context, it can be said that, social constructionism is (what is) happening the most approach in psychotherapy.

'Multi-culturalism & social constructionism'

Critical analysis continued.....

Piaget undermined the importance of Language & social interaction with care givers in cognitive development young-

When children talk to themselves as they go about their daily activities giving instructions to themselves about what to do. piaget called it as Egocentric speech, and suggested it to be the sign of cognitive immaturity and the inability to take the perspective of others.

Vygotsky has strongly objected this as he is of the opinion that Egocentric speech which he termed as private speech is not truely egocentric rather it occurs when children encounter obstacles and difficulties and it represents their effort at self guidance.

Vygotsky is of the opinion that early use of language helps children reflect upon their behaviour and thus facilitates their cognitive development. Many researches have confirmed vygotsky's finding and support the idea that communication with caregivers plays an important role in cognitive development.

Piaget's use of naturalistic observation method in building up his theory has emplied that 'cause-effect' relationship arrived at by him happen to be speculative and inferential.

Piaget assigned to each stage of cognitive development a particular time period / frame and this has been challenged by many psychologists.

Piaget is a 'stage theorist' and according to him cognitive development must pass through discrete stages in other words it happens to be discontinious most contemporary researchers believe their cognitive development takes place in a gradual and continuous manner. rarely does an ability entirely absent in one stage suddenly appear in another.

TRIARCHIC THEORY OF INTELLIGENCE

→ STERNBERG

His theory was path-breaking in the sense that this theory was first one to go against 'Psychometric-approach' in (I). and take a more cognitive approach to describe (I).

Sternbergs' defined I as,

> "A mental activity directed towards purposive adaptation to selection & shaping of, real world environments relevant to ones life"

this implies that how I is how well an individual deals with environmental changes throughout his/her life span. Triarchic theory of I, consists of 3 sub theories,

Componential sub theory

It outlines the structures and mechanisms that underline intelligent behaviour

Experiential sub theory

Proposes that (I) behaviour can be interpreted along the continuum of experience from novel to highly familiar task.

Contextual Subtheory

Specifies that (I) behvr is defined by socio-cultural context in which it takes place and involves adaptation to the environment, shaping of the present environment and selection of better

Componential sub theory

It specifies potential set of mental processes that underline Problem solving behaviour, It is the most developed of the three sub theories and is based on information processing model.

As per this theory, mental components of the cognitive processes for operating on the information and Problem solving fall into 5 classes

As one explains the process of a thing being produced.... objective analysis & inference drawing

↓

For the same reason we have more factor analysis based theories Compared to Process theories.

Metacomponent
Performance component
acquisition component
Retention component
Transfer component.

Meta component, Processes involved in problem solving are used for executive planning and decision making.

Reasons and plans made through the operation of meta component Process are complemented by performance component Process

and the learning of new info occurs through acquisition component process. The retrieval of info in memory is carried out by retrieval component process and the carrying over of retained info from one situation to another is influenced by transfer component processes. Among many components constituting (I) in sternbergs' framework - performance component along with meta component processes happen to be most important. and within performance component two processes with considerable influence interest happen to be

Defining a Problem
≠
Poorly defining it.

Encoding &
Comparing.

Both happen to be critical to effective problem solving. Encoding processes allows individual to form a mental representation of the essential elements of the problem and these representations are then compared to find an answer.

People who are able to encode and compare rapidly are more intelligent than those who require 'time' to carry out these processes.

Unlike the structural approach of factor analytic model of (I), the component process approach provides a more functional analysis of the processes involved in problem solving.

Unlike the traditional Psychometric procedure, the emphasis is upon diagnosis and remediation. Componential approach of Sternberg lays emphasis on the study of various component processes of an individual that are involved in the problem solving process that he goes about. and eventually a diagnostic profile of his strengths & weakness in various components is developed. Poor selection strategy points out to Meta component deficiency and inaccurate recall of relevant information reveals Retention component deficiency and a poor ability to generalise learned information or learned approaches to similar but new Problem solving situations indicates transfer component deficiency.

Experiential Sub theory

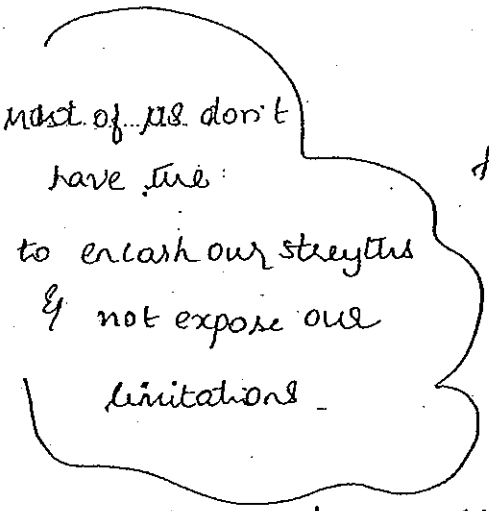
Sternberg revised his componential theory and extended it to improve additional sub theory called as experiential subtheory. which is concerned with the ability to formulate new ideas by combining seemingly unrelated facts or information.

A higher level standing on this dimension indicates superior ability in identifying critical life and combining seemingly unrelated facts and information.

Contexual subtheory

Like experiential subtheory, It was a subsequent addition to his original componential theory and therefore his model came to be known as Triarchic Model of Intelligence.

Contexual ability refers to the capacity to adapt to the changing environmental conditions, high standing on this dimension indicates practical intelligence



Steonberg introduced in his hierarchic theory further modifications by introducing the concept of "Mental self-government" which represents his attempt to combine the concept of intelligence with that of personality. In his revised model he also reduced his componential model components to just 3 components

- # Meta component
- # Performance component &
- # knowledge acquisition component.

He also introduced the term "Intellectual Style" to highlight the manner in which these three types of intelligences are applied in solving everyday problem.

PASS

[Planning Attention Arousal Simultaneous successive

– DAS

'Pass' model is offered as an alternative to unidemensional conceptualisation of (I) for general ability It is based on contemporary research both in cognition and neuropsychology and provides a theory for both assessment and intervention.

'PASS' model was initially proposed by Das Kirby & Jarman in 1975 and it was revised in 1994 by Das Kirby & Naggieri (NAGLIERI)

Dass's model is derived from 4 basic rules of (I) proposed by Dass.

1. Intelligence is not IQ, but infact the cognitive process.

2. Intelligence changes due to learning and cultural demands

3. Modules exist in mind for the explicit purpose of characterizing and otherwise dealing with information processing of certain kind such as language & face recognition.

4. Some aspects of I, are domain general and others are domain specific.

the blueprint for Dass's model was provided by the work of 'Luria' who described

human cognitive processes within the framework of three functional units.

1. one that regulates attention & arousal
2. that codes info using simultaneous and successive processes
3. that provides for planning self monitoring and structuring of cognitive activities.

'PASS' components are broadly associated with different parts of the brain, planning is located in the central lobe. Planing is required when individual makes a decision ranging from specific action to general plans such as setting and revising life goals. planning also guides how people focus their attention and use simultaneous and successive processes when required.

The attentional arousal component is more difficult to locate, arousal keeps people awake and alert and is associated with arousal activities in brain stem and inhibitory activities in thalamus. the mobalisation of attentional resources is however the function of frontal lobe and is closely connected to planning.

Simultaneous and successive processes are located in the posterior region of cortex. simultaneous is broadly associated with

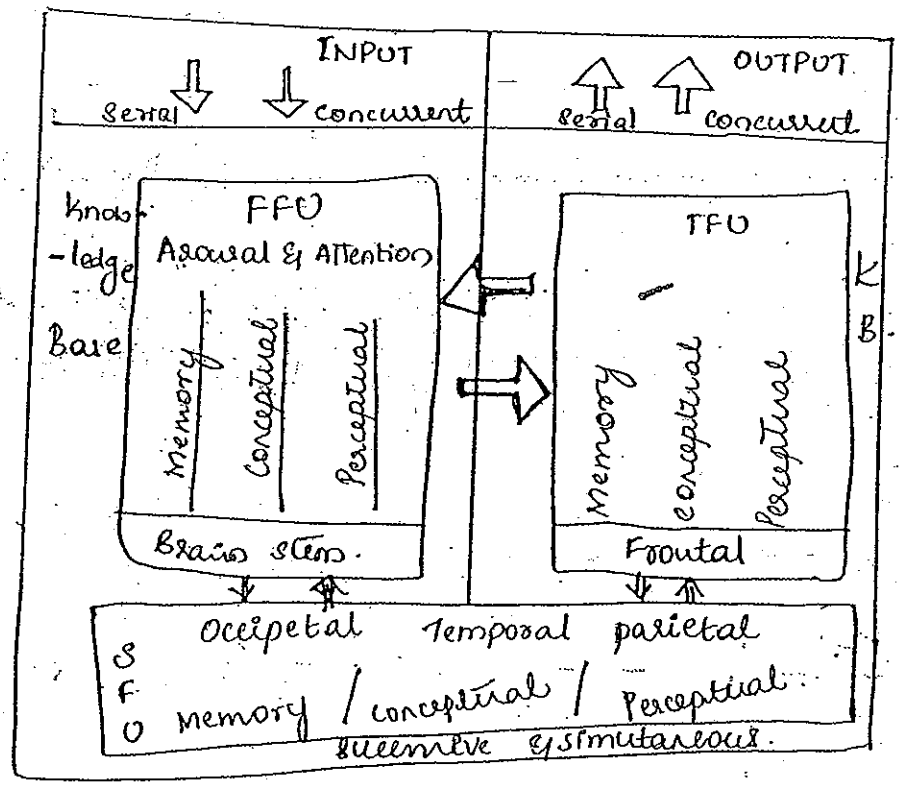
Occipe

Occipetal and parietal lobe where as successive processes are associated with frontal, temporal lobe. all four processes must be active in the context of individuals knowledge base and the knowledge base is built upon the past experiences and includes both formal and spontaneously acquired knowledge.

Has rejected the concept of 'G' and as an alternative he focused on cognitive process.

Intelligence is much narrower than cognition.

Genius ⇒ sucessive procs of higher order & simultaneous procs of ↑ order + faster.



FFU = Frost functional unit.

Practicle implication of DAS's theory :

1. Cognitive assessment scale (CAS).

Based on PASS model DAS and Naglieri have developed 'CAS', which is a Psychological test that is used to determine individual competencies and the level of cognitive functioning, it is used to diagnose learning strengths and weekness, learning disabilities, attention deficit scores on CAS can be used to determine whether an individual needs the eligibility criteria for state intervention programmes and more generally to guide decisions on appropriateness of treatment and instructional programme.

CAS is an individually administered test used in the age group of 5-17. Test consists of 12 subtests, 3 each for 4 PASS processes.

One possible use of CAS is to diagnose children with ADD and also it is helpful in assessment of mental processes of normal children as well.

2. PREP [Pass Reading enhancement]

Remedial programme for primary school children who are experiencing difficulty in reading, spelling and comprehension. PREP is a reading enhancement programme that aims at improving the cognitive strategies that underly reading while at the same time avoiding direct teaching of word reading skills. This method is founded on the premise that it is easier for the children to

learn this strategies by inductive rather than deductive methods and accordingly the programe is structured in a manner so that tacitly acquired strategies are used by children in an appropriate manner.

CREATIVITY

what is creativity
steps in creative thinking
Personality [Psychological characteristics of Creative thinkers
concomitants of creative thinking. [Constituents]
Creativity Intelligence link
Problems in creativity measurement
Instruments for the measurement of C
Fostering creativity ↓
  - Agencies of socialization that promote C
  - Techniques for creativity promotion

Creativity is something that is originality Evaluated

→ Maltzman

"Capacity of the individual to produce novel & productive ideas"

Israeli,

"creativity is the ability to Produce new ideas or rearrange own ideas in a new manner"

you can be innovative & be destructive & constructive.

Koestler,

According to him there are 3 characteristics of creative mind,

1. The sudden unexpected manner in which a new idea occur to the individual
2. Idea comes when the individual is in a relaxed mood
3. Ideas occur, come from nowhere.

It appears that in every process of creative thinking gradual emergence from conflicts plays a imp role thus creativity involves considerable unconscious, rearrangement of symbols.

Creative thinking to begin with proceeds very slowly and then suddenly new idea bubbles into awarness.

Q. Freudian insight into creative thinking is more forceful than behaviouristics trial & Error.

Creative thinkers are normal thinkers with an ability to defene the problem in a different fashion.

Unconscious manipulation of symbols given by psychoanalytical theorists is only partial explanation of Creativity as no creative thinking is possible without trial & Error.

Creative thinking process is much more than divergent thinking process.

The concept of 'Egalitarian approach' is also applicable to creativity.

Creativity is different from intelligence in the fact that creativity is more divergent. and hence measurement of creativity is much more difficult than measurement of intelligence.

Its not that one day out of nowhere newton found & stated his laws.... It would have taken days & years.

Altered state of consciousness

An individual enters to this altered state of consciousness after so much of toil & hardwork several bottle neck would have been opened as a result & solution occurs to the individual.

What is important is 'Arousal management'.

Because it is very unlikely that, a novel idea occurs to an individual when he is in an aroused state.

second requirement here is the self belief.
society always creates 'self doubt' in an individual,
he feels discouraged and starts doubting his abilities.

Coming unconscious & its role in creativity.

is not so well accepted nowadays.
contemporary theories believe that it is more the
involvement of conscious & preconscious than unconscious.
it appears sudden because but the activity was
always there.

Creativity is more an activity of freewill so can be
associated with humanistics compared to psychoanalytics

In other words creativity could be defined as completion
of unfinished task / straightforwardness.
[Gestaltian approach]
cognitive ψ ⇒ triadic approach.

STEPS IN CREATIVE THINKING By GRAHAM WALLAS

1. Preperation :

Problem identification & definition.
collection of material that creative thinker feels would be essential for finding the solution to the problem.
and when after days and months of committed effort he fails to find any headway.
He either deliberately or involuntarily abandons the problem
It takes him to the second step called as Incubation.

2. Incubation :

The conscious thinking on the problems stops but unconsciously the thought proces are at work because the conscious thinking stops the interfering association that were tampering the proces generally seekers and if creative thinker is lucky he may get certain experiences that may provide him the cues to reach the solution to the problem.

3. Illumination :

It is characterized by 'Eureka' or 'Ahaa' experience, a new idea comes into awarness and is probably the solution to the problem.
as insights frequently happen to be incorrect they need evaluation which is to be done in the next stage.

Evaluations :

The creative thinker asses whether or not the insight he has got is correct, if it happens to be incorrect he is forced to go back to stage -1. sometimes insight happen to be correct but needs slight modification inorder to become a truely effective idea. Very rarely it is so that insights arrived at illumination period happen to provide a perfect solution to the problem.

Revision :

creative thinker lays down the steps that he has undertaken to arrive at the solution to the problem.

Characteristics of C.T.

They are Psychodynamically complex
They prefer complexity or some degree of apparent imbalance in the phenomena.
like 'extended readers', eg: they would hate when asked write a note on conditioning with 2 examples?
Instead they would choose to answer an abstract Q.
They are independent in their judgements and decisions
They are assertive and dominant
They don't use suppression as a mechanism to withhold their impulses.
According to welsh, creative people display a characteristic known as Origena, i.e creative people like to do their own thing and don't like to follow the conventional approach even when doing so he stands a risk of being

branded as a rebellious.

Rogers identified 3 features of creative people

1. openness :
openness to experiences.
2. Tolerance for ambiguity ↑
2. Internal locus of evaluation :
3. Ability to play with elements & concepts and combine them in a novel fashion.

If you reach the Product without Enjoying the 'Process' you won't probably enjoy the Product as well

Dennu,

1. Willingness to recognise their irrational impulses.
2. Less dogmatic and more relativistic viewpoint of life.
3. High emotional stability
4. Good sense of humour.

cattell,

Creative people have lower incidence of neuroticism in comparision to general population

Scientific creatives have greater emotional stability than general population

Literary creatives are somewhat more Emotionally Unstable

scientific creatives peak in early 20, literary creatives in early 40. the reason being that scientific activities involve analysis literary activities involve synthesis & takes more time

Emotional instability Vs Stability.

Stable Situation : BoyFriend Breaks up

Person with E. Stability :
Write a Best Seller !

Person who is Emotionally Unstable :
Either break down / Give supari for killing him :P.

Wallach & Kogan Experiment :

subjects : 151, 5th grade students
these students were devided into 4 categories based on their scores on devergent thinking

1. HI & HC [High (I) & High (C)]
2. HI & LC
3. LI & HC
4. LI & LC

It was found that, HI & HC were (well adjusted) satisfactory adjusted. in the school and showed high sense of 'self-effecacy' and 'self worth'

HI & LC, children show exam anxiety and are addicted to school cirriculum.

LI & HC, have difficulties in school adjustment and are deeal with the feelings of inadequacy and inferiority and generally dorcot have lower positive self comparisoo except in to normal children

LI & LC, face extreme stress in school setting & anxiety because of the failure and it eventually gets manifested in the form of Ψ-biological/physiological disorder.

School is based on regimentation
It requires (I) ↑ than (C).

Martin Dale, another study .....

Creative people daydream more frequently than non creative people.

Constituents of creativity :

Guilford — divergent thinking ⟹
- Fluency
- flexibility
- Originality
- Redefinitions
- Elaboration.

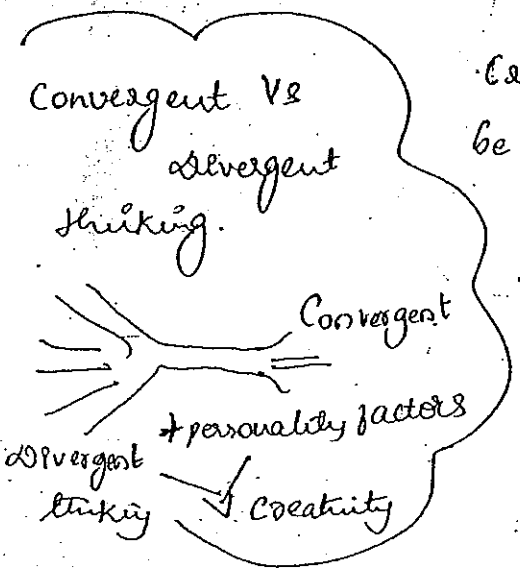
Autistic

Convergent

Guilford has given the concept of convergent and divergent thinking and is of the opinion for divergent thinking is more required for C.

divergent thinking can be defined as individuals ability to use limited amount of info he has to reach one or more correct solution to the given problem. divergent thinking facilitates arriving at novel solutions.

Apart from divergent thinking Creativity also involves some convergent thinking, particularly in the initial stages when the creative thinker is trying to collect the info that he feels, he needs to arrive at the solution to the problem.



Creative thinking ability should be backed / supported by various personality factors for an individual to be creative.

You can have divergent thinking yet not creative.

Creative thinking is not the sole constituent of creativity.

Convergent thinking is the ability to arrive at a solution by reducing / synchronising the large amount of info / possible solution he has which has been given / attained by * many.

(Some solutions could be novel as well)

Convergent thinker is obsessed with End product
Focus is on the Product

Divergent thinking
limited information are available. to an individual to arrive at a solution. In the process some ideas could be novel as well.
It facilitates one to think differently.

Divergent thinker is not obsessed with the End product
Focus is on the process.

Basically its that, the End product should be 'Productive one', in case of divergent thinking it stands confusing, for the simple fact that the solutions reached in divergent thinking may not be productive all the time.

The other side of the same explanation could be that, we always believe in "Conservation of Energy" we assume that individual usually, generally spends energy in a process which is likely to be productive & of use to mankind.
& individual is expected to keep his personal value system away from influencing the final product

Eg: we won't spend hours deciding "what should be cooked & eaten today for lunch". There is very less scope for divergent, creative thinking in the above example.

Every creative thinker has his own set of reasons for pursuing the idea of finding solution to a problem.

→ Creative thinking also involves autistic thinking which is characterized by free and fertile ideas and imaginations. symbols used have high personal meaning and thinking has little association with reality

eg: dreams.

Guilford identified 5 components of creative thinking.

1. Fluency:
   ability to produce large no of ideas
2. Flexibility:
   ability to produce large variety of ideas
3. Originality:
   ability to produce ideas that happen to be unusual.
4. Re-definition:
   understanding and defining the concept in new ways
5. Elaboration:
   ability to add more detail to a given info by examining the issue in question
   in more depth

Sternberg and Davidson have identified 3 processes as important in reaching creative insight

1. selective encoding

It involves distinguishing between relevant and irrelevant info in the domain of expertise

2. selective combination

Involves going beyond the discovery of info and encoding the discovered info in a manner that it gets combined with the relevant already encoded information to give rise to a new and productive info.

3. selective - comparison

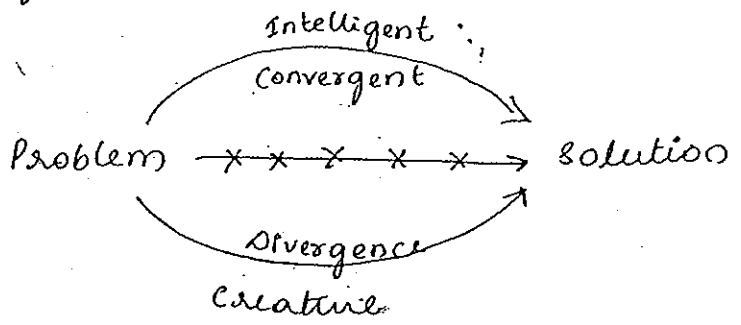
It involves relating the new and the old information in novel ways. the processes involved in applying analogies from one problem to another can be considered as the process of selective comparison.

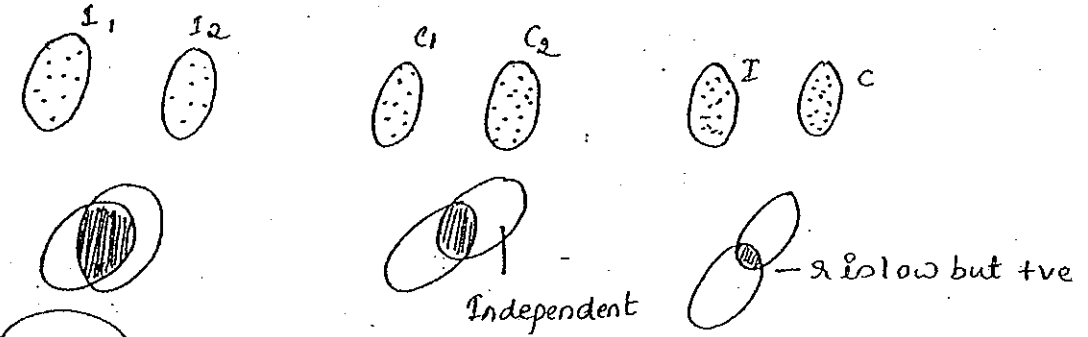
Intelligence V/s link with Creativity.

To what extent ① & ② are independent traits is hotly debated. some studies suggest that they are virtually indistinguishable while some other studies suggest that there is little relationship, if any between them.

Actual research has produced varied results while most research studies suggest a high correlation among the tests of ① & somewhat

weaker correlation among the tests of creativity. But there is lack of complete unanimity regarding the degree and direction of correlation between the deger tests of (I) & (C).





Overlap ↑
If the tasks happen to have monolithic approach

To avoid the examples, look out for examples in the notes given !

Q. What is the relationship between (C) & Artistic ~~attitude~~ aptitude.

Aptitude is nothing but intelligence over narrower domain.

Intelligence and aptitude both refer to (futuristic) future potentiality.

Artistic aptitude is one just aspect of (I).
artistic aptitude doesnot include specific ability. It is the artistic ability. so we should be talking about i.e creativity with respect to art & not about creativity in science.

so the 'r' between (I) & (C) is general we are comparing two larger general domains. but when it comes to 'r' between (C) & Artistic aptitude we are more specific. & co-relation here is ↑ than the 'r' between (I) & (C).

An individual can have good (↑) artistic aptitude & yet maynot be creative.

Artistic aptitude
an ability to
appreciate & create
aspects of art

Suppose an individual with artistic aptitude happen to have (E) also his aptitude ability can get exhibited in the form of novel arts, art pieces.

To conclude we can say that from a general population the scores on an IQ test are +ve correlated with those on creativity test. and this implies that people with above average IQ tend to have above average on creativity test but beyond a certain level of (I) IQ 120 & above. there is little relationship between (I) & (C). thus (I) & (C) are independent of each other but only at the upper end of the

this has lead the experts to propose threshold model of ⓒ which suggests that certain level of Ⓘ is necessary for a person to give creative contributions in his line of work but beyond the threshold creative achievement depends upon a no. of other factors such as fluency of ideas personality variables etc. Thus we can say Ⓘ & ⓒ are positively correlated. But the correlation observed is low.

Hence IQ is not necessary for doing well on a test of divergent production but above average IQ is necessary.

Fostering Creativity

Relaxed Environment

No premature criticism.

No premature evaluation.

Only relaxed environment makes an individual, fearful & defensive.

Extensive Evaluation → stress.

constructive Feedback

availability of Role models

availability of learning opportunities

Opportunities for experimentation

stimulation in the environment

warmth & Nurturance.

Creativity.

requires Extrinsic motivation for the behaviour to get started thereafter it should be intrinsic motvn

Creativity is likely to come down when one with previously intrinsically motivated behaviour now turns into an extrinsic motivated behaviour.

Encouragement / stimulation are also necessary but encouragement should be realistic and proportionate.

fail

FAMILY's Role

Factors that block creative behaviour include,

authoritarian CRP's.
Rigid disciplinary practices.
Over emphasis on traditional behaviour.
Lack of support and encouragement for creative ideas expressed by children
Lack of freedom of thought and expression.

Getzels & Jackson found that parents who encourage unique hobbies, interests and carriers and donot over emphasize on academics tend to stimulate © in their children.

Mackinnon found that those who scored high on composit index - of creativity tended to feel that their life has not been as happy as others. Some children had bothered brutal treatment at the hands of their sadistic fathers. Children who do not have warm and affectionate relationship with their parents often day dream and fantasize which in turn facilitates their ©, studies have also shown that creative individual sometimes have permissive and cold parents such parents allow their children to do their own thing further their affectional apathy forces their children to day dream frequently and indulge in wishful imagination which inters facilitates their ©.

Pradip Khandwallah said that childhood environment is a strong predictor of individual ©, the more congireal is the childhood environment to ©, more likely it is that person as a adult will inovate, pioneer and create and would be less concerned with his fenarceal security.

Khandwallah also showed the homes that prouded the children the opportunity to learn hobbies from creative instructors and encouraged diversity in viewpoints and time for experiences seemed to induce the child as an adult to follow creative life paths. the early formative experiences at home tend to have far reaching consequences for the attraction the person as an adult has for creativity and innovation.

Schaefer & Anastasi found that creative art oriented adolescent boys relationship with their parents appeared to have centered more on artistic and literary persuits than on warm and interpersonal relationships.

SCHOOL

Alecia pagano has given following guidelines for © inducing teaching methodology

1. Actual participation of the learner
2. Positive democratic environment
3. Ego building behaviours.
4. New learning based upon already known
5. Opportunities for the children to interact with creative people
6. The use of creative approach that emphasizes self discovery and divergent thinking.
7. Some open ended activities not tied to marks.
8. Encouragement to curiosity & experimentation.
9. open learning environment with opportunities to play.
10. Opportunities for social interaction
11. Learning strategies and experiences consistent with childs' level of development.

12.

Otte identified following factors as favouring © in school set up.

1. Small class — ensures individual attention
2. Flexible daily schedule
3. Instructional space [Teacher kovazade to classroom teaching methodology & curriculum.

Freedom from conformity
Adaption of creativity as the basic philosophy of school
principle pro-originality attitude.
the capability of the principle in harnessing the creative potential of his teachers.

Khandawalla studied 50 indian innovative professionals and found some aspects of their school environment as responsible for the carrier and work choices that they had exibited for instance professionals educated in the schools that emphasized the importance of creative and innovators as role models, whose principal and influential teaches were themselves committed to creativity and encouraging it to their students and were reasonable opportunities were provided to the students to persue their wild ideas tended to make these students later in life gravitate towards carriers and work environment in which creativity was honoured and facilitated.

Techniques

1. Brain storming
2. Synetics - developed by Garden & Prince
   comes from Greek word "synecticos"
   maning fitting together the
   deverse elements

To a non-initiate it appears to be a mad method of finding solution to problems.

II. Synectics

A technique that facilitates preconscious mind to get dominance/ascendency over the conscious mind.

Our conscious mind thinks rationally, it thinks logically and it thinks about solution to the problems in account, real life impediments.
It is evaluative in nature.

so we need to allow our preconscious mind to dominate over conscious mind.

which in contrast to conscious mind is associatively not very systematic and orderly, thinks analogically ignoring real life impediments.

when preconscious dominates, / one will be in a reverie like state i.e, grip of a grand vision.

In Hedonistic state R rays get activated

things in Preconscious can be recalled with some effort

Eg: what were you wearing yesterday?

→ The mental operations involved in synectics are of 2 types.

1. An attempt to see unfamiliar in a familiar fashion: Preliminary analysis of the problem is an attempt at it

2. seeing familiar in an unfamiliar way, the various analogies help a person observe familiar in an unfamiliar way.

throughout these two processes (conflict) the mind is kept in a state of constructive strain, or mind is in a state of constructive agitation and thus increases the probability of arriving at the solution.

["Let the mind do its work, you be relaxed"]

Just like brain storming evaluation is tabooed, during the process of generating the ideas. and the focus is on generation of novel ideas. the essence is that creative ideas come in the mood of relaxed alertness when the mind is agitated but not anxious.

Always be your original self — creativity ↑.

III. Role playing.

Psychodrama by Moreno.

Initially used as a therapeutic technique now it finds use as a creative solution finding technique both in school as well as organizational setting.

Role playing enables the learner to adopt self-learning process by exploring, co-relating, contrasting and comparing. The learning takes place not only at verbal but also at action and emotional level as well and the learner experiments without the fear of punishment no written script is provided and the dialogues are to be spontaneously developed by the actors by playing the assigned role.

Enacting roles make them the part of problems' solution.

Steps in Role playing

1. Defining the problem
2. Selecting Role players
3. warm up
4. Briefing
5. Enactment
6. Discussion
7. Evaluation
8. Replaying

IV. Questioning :

Asking questions is the easiest way to stimulate imagination & thinking. It is a learner centered technique that apart from learners participation also facilitates the development of spontanity, & curiosity in the learner ensuring However much depends on the nature of questions asked Unfortunately most of the questions asked by the teacher are those that are highly structured and promote convergent thinking, they require the mere reproduction of textbook knowledge.
For promoting creativity we need open end questions as they facilitate free expression of underlined ideas. We also need to make use of hypothetical questions to foster imaginative thinking and redefine questions as they call for rearranging the old concepts in a new fashion.

Divergent production questions are useful because they stress on the generation of unusual ideas & so are the analogy questions which require the child to compare objects / events.

Attribute listing by Robert Crawford.

The attempt is to list the basic but modifiable attributes OR properties of particular objects & actions and then an attempt is made to generate various alternative to correct attribute specification

Morphological Analysis by Dr. Zwicky

A variant of attribute listing, having a basic idea that if one identifies a critical modifiable attribute as it is done in attribute listing and writes down the several sub attributes of each one of these attributes and so on et so fot, one can generate a large number of alternate designs fo the activity under consideration.

Problems in creativity measurement :

Problems of cut off
most of the creativity measuring instruments are divergent thinking measurement instruments where as creativity is also a function of non cognitive determinants in otherwords creativity measuring instruments happen to ignore the affectional aspect of creativity.

Creativity measuring instruments create formal atmosphere but for the expression of © we need less formal atmosphere as ©: ideas come in a relaxed state of alertness.

Non-availability of suitable ideas, makes scoring © performance difficult
(Validity of © tests will always be under '?')

creativity tests have time factor involved in it & the constraint of time can inhibit the expression of ©.

Incompleteness

lack of absolute Zero. (Its relativeness)

divergent thinking items required for © tests are difficult to construct & equally difficult to score.

RAT mednick & mednick,

Is a test meant for high school students and it consists of 40 items to be completed in 40 minutes. each item consists of 3 words which form remotely associated cluster and the subject has to supply the fourth word which happens to be the missing link.

the test has low validity, becoz it turns out to be a test of English rather than a test of ©.

Torrence test.

it has two sections

verbal
figural

Verbal subsection ⇒ (3)

Unusual uses : the child is asked to give uncommon uses of a common object.

Product improvement : a picture of toy shown to the child and is asked to give suggestions so that the toy can generate more fun while playing with it.

Ask & Guess : child is shown a picture containing a picture and is asked the Q what has lead to the scene and what will happen next.

Figural subsection (3)

Picture construction : some stimulus is provided to the child and is asked to produce a picture using it.

Repeated figures : A particular stimulus is provided to the child and is asked to create as many figures as possible using the stimulus

Picture Completion : incomplete picture has to be completed

These tests are scored on the dimensions of

1. Fluency, which is measured by no. of acceptable ideas given
2. Flexibility, measured by finding out the no of categories in the manual used by the subject.
3. Originality, it is assessed by finding out no of responses given by the subject which are not in

the list of frequently used responses.

Limitations.

non availability of norms.

RECENT TRENDS IN CREATIVITY RESERCH

Creative Cognition approach, states that there is no single creative process, creativity is the result of many types of mental processes working together the process used to produce © thoughts are exactly similar to those used for producing routine thoughts.

Creativity as Problem finding & suggest that creative problem solving involves 'Problem solving in a new way. when the problem has been appropriately represented solution emerges. Creative thinking involves insight and this insight development involves adequate problem representation

C as incremental Problem solving.

Weisberg has produced a convincing ~~theory~~ evidence to show that creativity occurs through a series of small steps in which earlier ideas are modified & elaborated.

Emotional Intelligence

Thordike – social intelligence

Sternberg –

Real contribution — Mayer & Salovey

1990 ⇒ "E. Intelligence is the ability to monitor ones own and others feelings and emotions to discriminate among them and to use this information to guide ones own thought and actions."

again in 1997

"E. Intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge & to regulate emotions so as to promote emotional and intellectual growth."

Mayer & Cobb 2000

Emotional Intelligence as the ability to process emotional knowledge particularly as it involves perception assimilation understanding and management of emotions.

Arousal + meaning

↓

Emotions

a valance & subjective state

accompanied with arousal that sets an individual to some action.

Golman, is a pioneer refered said that,

E.I is responsible for individuals sucess at work infact he through his theory demonstrated that sucess at work is 80% dependent on EQ and 20% of IQ.

Golman suggested that there are 2 regions in brain. Neocortex, which is associated with (I)

subcortex associated with emotional (I). It is the subcortex that contains emotional centres of the brain. In problem solving excercise, both neuro & subcortex cordinate to help individual arrive at dec taking decisions.

Knowledge of ones emotions enables the individual set realistic goals and the accomplishment of these goals facilitates building up of self efficacy.

Emotionally intelligent individuals are able to recognise their emotions emotions & of others effectively and therefore are able to demonstrate interpersonal competency and prevent themselves from being expbited by others. because they can manage their arousal effectively therefore they are able to more successfully zero upon the cues that facilitate their problem solving effort

No of researches have identified 4 characteristics of emotionally intelligent people.

1. Self awarness
2. Self Regulation
3. Empathy
4. Social skills

Self awarenes : they known and they understand themselves well and ∴ are able to prevent themselves from becoming the poisoners of their own feelings. Because of their high self awarenes level they have the good understanding of their strughts and weakren. which in turn, allows

allows them to set realistic goals and maintain +ve goal discripency

enables them to make use of their strytus and prevent them from beiy exploited because of the weakren they carry.

Self regulation :

People with ↑ EQ are able to excercise high degree of self control and therefore are able to create a climate of trust and fairness around them, this enables them to win co-operation and support of others.

Empathy :

It refers to the ability to perceive and understand the things from the perspective of others. It is thoughtfully considering the feelings of others and behaving in a manner that takes makes other comfotable.

Empathetic individuals are able to recognise certain social signal (symbols) which indicate what other people want. they have service orientation. and deplay willigness to work for meeting the needs of other people.

Social skills :

Social skills : It refers to the adaptives in inducing the desired response in others socially skilled individuals are able to influence the behaviour of others and their social skills enable them to win admiration, respect and acceptance of others.

An individual can have ↑ EI yet has ↓ Emotional Competence due to the lack of right kind of socialization.

Important social skills that define the behaviour of socially competent person individuals are,

1. Patience : ability to remain calm and composed under stressful condition

2. self confidence : firm faith in ones ability to handle various situations

3. Tactfulness : delicate perception that allows the individual to identify the use of the social cues that are likely to result in appropriate social action.

4. Social memory — Memories of all important names, faces dates and events

5. Recognition of social Environment : ability to judge the demands of social environment and act accordingly.

...ity : being concerned about the feelings of others

...ctiveness : Ability to work with others for the realization of common goals.

... listening : To attend to the msg with understanding

g... of humour : Ability to see the lighter side of the ligntt and to derive max. en enjoyment out of the social situations encountered.

N... & Salovey

Identified 4 component model of emotional (I).

...ecieving Emotions :

Evolutionary biologists and Psychologist have pointed out that the emotional expressions evolved in the species as a form of crucial social communication and this social communication was essential for the survival of the species.

Facial expressions for instance can convey to others and to ourselves, our emotional state and happen to be universally recognisable in human beings.

human beings have the capability to accurately perceive the env. reflected through facial expression, tone, and other dimensions of body language.

They have the capacity for self awarness and emotional literacy which refers to the ability to label specific feelings in oneself & others

2. Emotional facilitation of thought

which refers to the capacity of the emotions to enter into and guide our thinking. Our emotions prioritize our thinking and therefore having a good system of emotional input facilitates thinking of the matter that are truely important for us.

Emotionally intelligent people are able to incorporate feelings into their reasoning and problem solving

3. Understanding Emotions

Emotionally intelligent people are better able to comprehend emotional messages and understand the relationship between Emotion, thought and behaviour. & Intelligent people because of their superior comprehension of emotional messages are able to demonstrate actions that are appropriate to the situations

4. Managing (E)

Ability for Emotional regulation and the capacity to turn -ve emotions into +ve learning and growth experiences. Emotionally (E) people are able to manage their own and others (E) to promote and achieve their as well as others personal and social growth

Case I :

High Emotional Intelligence [innate capacity] → (Effective socialization) warm & secure interaction with caregivers. → High Emotional Quotient. → Reflected in Effective adjustment in ones environment. Socio emotional competence.

Case II :

High Emotional Intelligence → (Deficiency socialization) cold & Rejecting offered by caregivers → ↓ Low EQ. Poor adjustment socio emotional competence.

IQ is a numerical entity
EQ is not a numerical entity, quantification of EQ is very diff.

Extent to which an individual has realized his Emotional intelligence is his EQ.

above average is needed for anyone to have ↑ EI.

However ↑ I is not a criteria.

Measurement Of Emotional (I)

I. Ability tests :

II. Self-Report Measures / Inventories

III. Other Report Inventories.

IV. Projective tests.

If Emotional (I) is measured through

Ability test then it suggest EI is ≈ I

If EI is measured through .....

self-report inventories it is ≈ Personality

Actually Emotional Intelligence is a cross between (I) & (P).

Self Report inventories,

The initial scales of EI made use of self report inventories these provide info about individuals skills and abilities and perceived by the persons.

The problem with these measures is the bias reporting by the subject.

Other Report Measures

Because EI involves the display of social emotional conflict the perception & evaluation of other people will also be used in the assesment of (I) & (E).

The problem with this method lower appears to be objectivity.

tasks,

they provide us the comprehensive insight into
uals' socio emotional competence with the
advantage that may also highlight the factors
vacancies that it influences.

nal behaviour

& survey as

Measurement of ~~Ab~~ Emotional Intelligence :

Ability tests
self report inventories measures
other report inventories.
Projective tests.

⇒ If emotional intelligence is measured through ,
ability tests then it suggests EI is ≅ I

⇒ If EI is measured through ,
self report inventories then. EI ≅ personality.

Actually Emotional Intelligence is a cross between (I) & (P).

self report inventories :

The initial scales of Emotional intelligence made use of self report inventories that provide info about individuals skills and abilities as perceived by the person.
Problem with these inventories is that, bias reporting by the subject.

Other report measures :

Because EI involves the display of social Emotional Cocyleets, the perception of other people will also be used in the assessment of EI.
The problem in this method however happens to be the bias of the observer.

Projective tests

They provide us the comprehensive insight into individuals socio-emotional competence with the added advantage that they also highlight the factors in the unconscious that influence emotional behaviour, Mayer and Salovey have argued that EI is a set of skills and these skills can be measured by the means of the ability tests ability tests no doubt facilitate objective measurement of EI, but major problem lies in construction of test items.

SPECIFIC INSTRUMENTS :

EQI Emotional Quotient inventory by Reuven Bar-on

It is a self report test, and like all self report test it requires the test takers honesty and accurate self knowledge in order to be effective

Bar-on is of the opinion that emotional intelligence happens to be an array of non cognitive competencies and skills and EQI happens to measure these competencies

MSCEIT Mayer Salovey Caruso Emotional Intelligence Test.

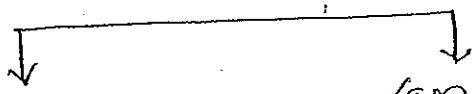
It is an ability measure and test because of it, the instrument happens to give us the more accurate picture of Emotional IQ, It is particularly useful in the condition where response bias is likely to dilute the objectivity of the test.

The test measures individuals socio Emotional aptitude Furthermore individuals capacity to handle socio-Emotional stress & Encounters

Multifactor Emotional Intelligence theory.

It provides a total Emotional intelligence score and as well as in each of the four branches of Emotional intelligence. It takes about 30 minutes to complete the test and about 5 minutes to hardscore the test the test has detailed feedback booklet that explains the test & the test scores to its clients. The test also measures the interaction between Emotional intelligence & ⓘ.

DEVELOPEMENT OF EQ :



Short term measure

- # Assertiveness training
- # Sensitivity training
- # Psychodrama
- # Token economy
- # Cognitive restructuring techniques like shame attacky exercise
- # Brain storming.
- # Meditation & Yoga
- # Relaxation techniques + biofeedback.

LT Measures.

- # Resocialization
- # Reeducation involves changes in the reinforcent pattern and role models.

IMPACT OF EI:

It empowers our Romantic relationships and (ensures (deep love from others)/others love as deeply

It improves our physical health [↑immunity].

It arouses that we are not easily affected by criticism and takes steps to improve our shortcomings

arouse enables us to assume responsibility for our feelings and enables us to address our feelings using reasoning

Improves self-concept

makes our life meaningful

Brings about goal commitment.

It is the primary factor in graceful ageing.

and enables us to make old age worthwhile.

Following studies can be quoted

I: Marsh Mellow's expt, longitudinal study on importance of delayed Gratification in Professional personal and academic life.

+ Walter Michel

EQ allows as greater opportunity to utilize our Cognitive abilities, our IQ gets as selected but EQ gets as promoted the future belongs to those who are skilled in managing emotions as socio emotional competencies is required in every human enterprise

MULTIPLE INTELLIGENCE

— GARDNER.

Gardner in his book "Frames of Mind" identified following characteristics of human intelligence,

He described human intelligence as a set of skills that enables a person to solve the problems encountered in life.

As the ability to create an effective product to offer some service that is valued in society

As a potential for the recognition & creation of Problems. thereby establishing the necessity for new knowledge.

Principles governing MI,

1. Intelligence isn't singular, infact (I) are multiple
2. Everyperson has a unique blend of dynamic (I).
3. Intelligence vary in development both within and among individuals.
4. Intelligences are dynamic and therefore are constantly subjected to change
5. Multiple (I) can be identified and described.
6. Every individual deserves an opportunity to recognise and develop his MI
7. Pure Intelligences rarely exists.
8. Use of one intelligence can enhance the others.

9. Developmental theory applies to theory of multiple (I).
10. Personal background and density are critical to the knowledge, belief, and skills of all Intelligences.
11. All Intelligences provide alternate resources and potential capabilities to become more humane regardless of age and circumstances. (human)
12. Any list of (I) is subjected to change as we learn more about multiple (I).

NEED FOR STUDYING TH I

Classification of human intellectual competencies will allow for better understanding of humanity.
Identification of human strength is likely to enable the researcher to communicate more accurately about the concept of human intellect.

TYPES

Logical mathematical

involves capacity for intellectual abstraction reasoning & problem solving. Order & sequence are important and there is a desire to know causality.

Eg: Engineers, mathematicians

Linguistic Verbal (I).

such individuals have a sensitivity for the meaning of the words and a capacity to follow rules of grammar and a zeal of reciting this rules on certain occasions.

Eg: writers, Authors, Reporters, Poets etc.

3# Musical (I)

The ability to percieve and use code set of musical elements like rythm, loudness, etc

Eg : composers, singers.

4# Bodily kinesthetic (I)

Ability to control bodily movements, bodily motions and handle objects skillfully

Individuals High in BKI posses high Psychomotor Co-ordination

Eg : sports persons, dancers.

5# Interpersonal (I).

The ability to notice and make distinctions among individuals particularly the differences in their moods, temperament, motivation etc

Eg : Religious leads & politicians.

6# Intrapersonal Intelligence

The ability to form accurate model of oneself and use that model effectively in daily life.

It includes the capacity to detect and express difficult set of feelings.

Eg Therapists, philosophers,

Spatial (I)

The capacity to percieve the world accurately and to be able to create visual experience, it includes a no. of loosely related capacities such as ability to recognise the instances of the same element,

ability to recognise transformation from one element to another, capacity to create mental imagery and the ability to deal with objects in space.

Eg: Interior designers, architects, surgers,

It is the ability to relate, comprehend and explain the things encountered in the world of nature.

Eg: Farmers, wild life experts.

Gardner is of the opinion that there 8 are relatively autonomous and people in all culture demonstrate this 8.

Empirical evidence

I. Brain damaged patients: these studies have revealed that brain damage usually interfears one intellectual capacity and leads other intact.

Eg: damage to Frontal and temporal regions of brain interfears with the use of language but leaves other skills like logical, mathematical intact.

II Isolated talents: There have been many studies that have been reported about people with an exceptional talent in one area but with poor IQ.

Eg: williams' syndrome – exceptional musicalability.

Criticism :

Gardner in his theory suggested that true intelligences are more or less autonomous but actual research have revealed a significant +ve correlation between them.

Gardner has devided human intellect in somewhat arbitrary fashion. Eg : there is no seperate category for mechanical (I) as, Gardner thought it to be the part of BKI this assumption is incorrect because a mechanic who is supposed to have ↑ BKI need not necessarily be a good dancer who also happens to possess high BKI.

Gardner has excluded from his list of multiple (I), certain category of (I) which he otherwise should have included because this (I) happen to be the part of every culture.

Eg : culinary (I) (cuisine) -
spiritual (I).

Measurement of MI.

MIDAS By Shearer

[multiple (I) development assessment scale]

It is an objective measure of MI of the person as reported by the person himself or by the knowledgeble informant

MIDAS Question is based on the study of MI.

It takes about 25 minutes to complete the Questionaire & 119 intellectual traits are assessed these traits cover 8 areas suggested by Gardner

It has no time limit attached to it, as it is believed that there can be variations in the time taken to provide the answers. There are no right or wrong answers and the subjects dont have to guess for an answer as every item has "does not apply choice".

Because the info regarding intellectual development provided by MIDAS is not available through conventional tests.

MIDAS is very popular with teacher, parents and counsellors It has been used by educational Agents to improve the curriculum and by school Agents for educational guidance and carrier counselling in conjunction with interest and value Inventories it provides a comprehensive knowledge about the individual.

Presently there are ④ variants of MIDAS,

MIDAS for adults (18+)
Teen MIDAS (14-18)
MIDAS For Kids "All about me" (10-14)
MIDAS for kids "My child" (6-10)

Q. Is IQ constant ?

Has IQ outlived its utility ?

How useful is IQ, in individuals adjustment to his environment ?

What was missing in IQ, that forced the researchers to develop deviation IQ ?

1905 – Simon Binet test

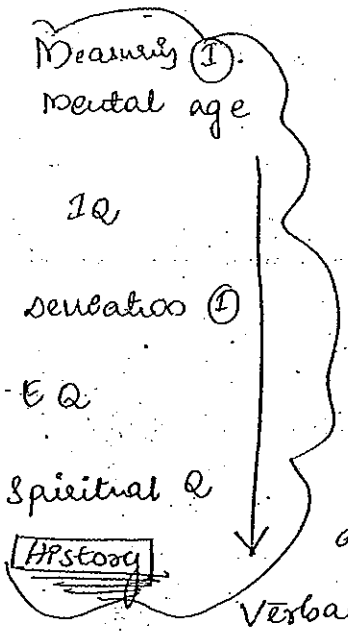
1916 – Stanford-Binet test made use of concept.

of $IQ = \frac{MA}{CA} \times 100$. [Terman]

1937 —— revision of test..

1960 —— deviation IQ was introduced.

& Wechsler introduced this concept.



As our understanding of (I) advanced so did the instruments used for measuring (II).

There is a shift from

traditional measurement methods

↓

modern, contemporary, multivariate

direction of shift ⇒ has been multidirectional.

Verbal & numerical aspect/area remains our primary area of interest.

IQ should be constant, & if it varies, the base on which Concept of IQ stands falls down collapsed. IQ has to be constant.

then why is IQ constant ?

Is it because of the heredity which is constant or because of the environment which supports and facilitate and is more or less constant.

Has IQ outlived its utility?

No. not at all .... It is very much useful.

Our understanding of IQ has developed manyfold so in the present context IQ should be measured along with other aspects which also play significant role.

Deviation IQ, why is it necessary?

Comparision of IQ across the groups & across the age was found very difficult

Variations in scores on different tests, i.e from test - to test say WAIS & Binet Kanat scales showed difference

IQ scores for an individual .....

IQ concept/result should be interpreted with caution!

When the concept of IQ was introduced, statistical methods were not so developed. the scope was very limited .... now we have advanced methods & statistical measures.

Parallel movement,

SN → MA → IQ → DIQ → EQ → SQ.

Spearman → multiple I ——— CHC model.

How do I use what I possess? It also important.

My knowledge of what I have, & How to use what I have? is very important

Here when metacognition comes to picture & testing becomes more comprehensive.

Constancy of IQ implies the extent to which there is test-retest reliability in IQ, empirical researches have demonstrated that test-retest coefficients tend to be reasonably high and there is evidence that IQ measurement remain fairly constant over the years.

In general we expect a child, when retested to stay within 5 points '+' or '-' of his original IQ score provided the examination has been adequately given. a child rarely shifts from the classification in which he has been originally placed thus a dull child remains dull, normal child average and the bright child bright although IQ may vary from one year to another.

This constancy of IQ over the year however shouldnot be taken to be the evidence of genetically endowed (I) alone as it is important to appreciate that constant IQ is also critically dependent on the kinds and constancies of the environment people are raised in and the constancy of Educational and Institutional experiences they have.

In general there have been two exceptions to the constancy of IQ

Large shifts in IQ may occur among the individuals who have undergone drastic environmental changes such as placement in a foster home.

Preschool tests have proved to be of little or no value in predicting IQ's in adolescence and adulthood.